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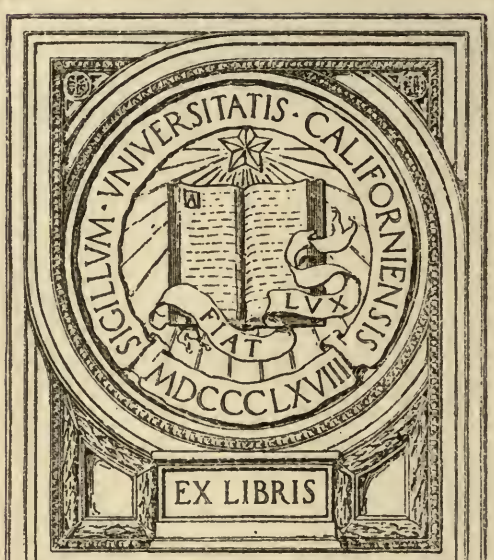

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The social administration of the modern high school.

By

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A.B. (Kansas Wesleyan University) 1910

THESIS

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF ARTS

in

Education

in the

GRADUATE DIVISION

of the

UNIVERSITY OF CALIFORNIA

December, 1917

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PREFACE

There are fundamental instincts in human nature and in every individual, which respond to cultivation and become the bases of all educational progress. A thorough appreciation of these in relation to education might revolutionize our entire school procedure. Perhaps the most important, and most neglected, is the instinct of expression or activity. Now it is a recognized fact that legitimate ambitions and emotions, suppressed or uncontrolled, will result in either soul starvation or dramatic character disaster. In order to avoid both it is imperative that we recognize these impulses and instincts and provide for their suitable realization.

It is the firm conviction of the writer, gained by observation and experience, that there are thousands of teachers earnestly offering their life's full measure of devotion to the cause of education, who are totally incognizant of these fundamental instincts. There are heights they have planned to scale and ideals they have cherished at times, but they lack complete imaginations and the driving power to initiate and realize. They lack original thought and action, but they respond with zeal and energy when they realize that of which they have been only dimly conscious.

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Out of these conditions springs the hope that this article may prove to be both inspirational and instructional. It is to remind many of ideals almost given up, to renew the faltering courage of some, to point out the way to those who would willingly follow. There has been no attempt at originality here. Thoughts, facts and plans have been contributed by hosts of friends, known and unknown, and assembled for the benefit of those who would but dare not, because they know not. If just one soul has been quickened and his spirit renewed, it has been worth while.

A. R. Mack.

University of California

July - 1917.

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INTRODUCTION

CHAPTER I

THE PROBLEM OF SOCIAL ADMINISTRATION

John Dewey says, "What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely, acted upon it destroys our democracy." [1] That which is wisest and best today may be only good tomorrow, because the "Quest of the Best" implies progress, and progress means constant change. It is not mere change or movement that is significant, but rather the new form it takes or the direction in which it moves. In fact, it is the impulse to strike out into new fields of endeavor, to seek the yet unattained, or try the untried, which adds color to life and is fundamental and hopeful in human nature. [2]

1. Dewey, John: School and Society, page 3
2. King, Irving: Social Aspects of Education, page 225

The public school, grounded on the solid rock of medievalism, has stood for ages as a monumental achievement, but its progress to the twentieth century has been greatly impeded by the chains of formal discipline, which later became its fetters. During this march of social progress from ancientism to modernism the school has been in a state of metamorphosis, adapting itself to a new, complex, and transitory environment. With the fetters broken it proposes to occupy a position in modern progress such that it may be a guiding star to all "wise men" on their journey to the promised land, and a leader in all civil and social expeditions into new and unknown fields. It stands today as the champion of the "progress of all through all under the leadership of the wisest and best." The impelling motive now is interest and freedom as contrasted to discipline and repression. "The spirit is libertarian instead of authoritarian, initiation is emphasized instead of obedience and conformity, activity replaces receptivity, and there is a spirit of voluntary cooperation instead of compulsory coordination." [1] This change shows vitality, and is very promising. While it has been natural, necessary, and radical, its continuance is prophetic of still greater achievements.

1. Slosson, E.E.- Dewey:Teacher of Teachers, March 26, 1917, Independent, Vol. LXXXIX, page 541

Society is demanding a ready-made product, a hand-me-down that fits. We have failed to find a wearer for the garment we have made. We have failed to measure the man for the job he is to fill. As a result adjustments have been necessary when real life has been met. John Dewey thinks this has been the case in the past; he says, "The great waste in the school comes from the student's inability to utilize the experience he gets outside the school, in any complete way, within the school itself; while he is unable to apply, in daily life, what he is learning at school. It must come out of its isolation and secure the organic connection with social life." [1] Such an indictment of the public school is significant, coming as it does from America's foremost educational thinker. How can the condition be otherwise until we make the school a "miniature reproduction of actual society?" We can fit members for society only when we bring the work, society is doing, into the school, and give every individual an opportunity to exercise his mental powers in the gymnasium of actual life. Irving King says, "Training in the so-called conventionalities of polite society is not sufficient, neither is it to be despised. The proper training in social usages affords to adolescents a legitimate outlet to impulses, which are in very definite need of both expression and

1. Dewey, John: School and Society, page 67.

regulation. This controlled or conventionalized social life is a safety valve to the "super-abundance of spirits" of all normal adolescents." [1] The school can ill-afford to neglect the consideration of impulses which actuate social intercourse, and which by its own social corporate life it stirs up. Deeper than social usages there must be social usefulness and resourcefulness. Back of the brain must be brawn and both capable of adaptation to the manifold and fundamental readjustments which are rapidly taking place in society. Back of this ability and resourcefulness, must be the spirit, a product as Dewey says, "saturated with the spirit of service," [2] and as Irving King says, "actuated by that divine discontent which changes environment instead of submitting to it, and dominated by ideals of social responsibility and social service." [3]

The problem of social administration is giving those "pupils showing powers of initiative, qualities of leadership, and executive ability, an opportunity to develop those traits along with scholastic attainments." [4] It is the business of the school to provide supervision of all student affairs, "under the leadership of the wisest and best," in order that there may be proper direction, and the pitfalls so common to immature impulses

1. King, Irving: Social Aspects of Education, page 267
2. Dewey, John: School and Society, page 28
3. King, Irving: Social Aspects of Education, pages 225-29
4. Davis, J.B.: Administration of Social Activities, in The Modern High School - C.H. Johnston, Page 410

be avoided. Elaborate advisory systems will direct and supervise, making possible the development of student leadership under the most favorable circumstances. It means providing work which is utilitarian as well as cultural, and variety of work limited only by the demands of the individual. What we study is greater in importance only to how we study, and it becomes the problem of administration to socialize the recitation. The attitude of passivity and receptivity must be replaced by a pulsating spirit of activity. Problems must be assigned instead of pages, and the teacher be an "Alpine guide in order to discover and tap the springs of mental efficiency." [1] "The teacher is no longer to sit as a daily inquisitor and play Sherlock Holmes to the more or less sparsely populated brainpans of the luckless youngsters." [2]

The spirit of repression is obsolete and must give place to the power and possibilities of expression. Participation in self-government under the spirit of democracy will bring rich rewards over the monarchy ruled by the "divine right" of the teacher. To rule themselves poorly offers some compensation over that of being ruled well by others. The spirit of the "Red Triangle" must be introduced and the symmetry of the "Four-square Man" made possible in our high schools in order that each individ-

1. Hall-Quest A.L. Direction of study as the chief aim of the High School, in The Modern High School - C.H.Johnston, page 270
2. Hosic J.F. Waste in Education - September 30, 1916 - Vol. IV page 510.

ual may measure up to his own full stature. Supervised, compulsory physical fitness must be our goal. Spontaneous and healthful exercise is to be encouraged instead of commercialized and specialized athletics, if we are to be "physically strong, mentally straight, and morally right." Debating and journalism will be extended until its benefits reach and stimulate the least capable. Democratic student organizations, including literary, musical, and dramatic are to be encouraged, the members safe-guarded, and the social spirit cultivated. "Such organizations are barometers which measure the atmosphere of the school." [1]

The value of all social activities should be measured by the spirit of coöperation and service which has been implanted. Conditions calling for unselfish service should be consciously created by the school, that the point of view may be changed from what "I can get out of society," to a realization of my responsibility, and the joy to be found in contributing for the sake of the greater pleasure and benefits to all. [2] The adolescent period is a fruitful time for developing the proper - esprit de corps - among the students for social service work. The school offers abundant opportunities

1. Kerschensteiner, G.M. - Education for Citizenship, page 109
2. Francis W. Parker School Yearbook - Social Motives in School Work, 1912 - Vol. I, page 15.

for those who are anxiously seeking leadership. The community with its many points of contact is a laboratory rich in possibilities and reward to those willing to give assistance. There is much of the moral give and take in the work, but the coöperation of all means "a community of spirit that shall move us as did the community of faith in the Middle Ages when the tolling of a bell stirred in all hearts a common disposition to worship, by reminding us of a visible agency protecting and gathering to itself all the individual lives." [1]

The purpose of the social administration is to educate and develop the whole man. Anything less than this is inadequate and may be positively dangerous. S. L. Heeter says "Train a child's intellect exclusively and he becomes a religious zealot; train his body exclusively and he becomes a daring monster; train his hand exclusively and he becomes a human machine." [2] The opportunities we would give any one student that should we provide for all. To do this we must not give the "brilliant student advantages over the phlegmatic, but provide equal opportunity for all and a type of training which will enable each to become the most efficient

1. Paulding, J.K. Public School as a center of Community Life, February 1898, Educational Review, Vol. IV - page 148.
2. Heeter S.L. The School of Tomorrow, Dec. 1911, Educational Review - Vol XLII - page 474

citizen possible with his mental and physical endowments and limitations."[1] It is not sufficient that we be taken up into the mountain and from there view the promised land only to be denied entrance because we have failed to measure up to our accepted responsibilities. Our mission may lead us to the banks of the Red Sea but opposition will be swallowed up as were the pursuing hosts of Pharaoh if we but boldly move out into mid-stream. The successful social amalgamation process requires a wise and thoughtful administration, a coöperative spirit between the teacher and the taught, and an insatiate desire for personal service to all mankind. This socializing influence comes from three sources: The school with its extra-curriculum activities, the students with their extra-classroom activities, and the community with its coöperating influence.

1. Lewis, W.D. Democracy's High School - page 5.

PART I

EXTRA-CURRICULUM ACTIVITIES

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CHAPTER II

ADVISORY SYSTEMS

There is a period in the lives of the young when the "well - done" of the home is an accepted and a matter-of-fact evidence of affection. For a time the high school "man" regards home as a stopping place and a free boarding house. He shakes off any and all responsibilities with an ease that is appalling. He has his allowance and thus becomes economically independent; he drives Dad's automobile to school and thus is physically fit; he plays the ukelele and is socially sound; he believes in personal liberty and of course is morally right. He has leisure to "burn" and usually inhales it. He cherishes a wholesome regard for his own opinions and courts the favor of his bunch, while the unsolicited advise of a friend or the confidential suggestion of a pal far outweighs the tender counsel of the

home.[1] It is the influence of the associate during the leisure hours which fosters character reserve or produces social wastage. If we are to preserve moral values, we must somehow prevent that moral deterioration which may never show itself in dramatic character disaster but which does choke the conscience and make a sad reality of "what I might have been" when compared with "what I am." The social and economic conditions of the home makes advisory leadership imperative.

Here is our problem and our opportunity. We must throw a magnetic personality into the balance, surcharged with the spirit of human reclamation, if we would win. Every possible opportunity must be given the student to reach his own extremities, to work up to his full capacity each day, and to participate in all the affairs of the school. Each is entitled to the benefits of mature judgment and experience, and must be guided in the path time has found to be straight and protected from evils which are always encountered by undirected and untrained youth. As administrators we propose to give the student anything he desires that is right. To insure this many schools have appointed class and student advisors. By this plan every student is brought into direct personal contact with, and under the personal supervision and

1. Hall-Quest, A.L. Supervised Study, pages 7-8.

guidance of some instructor.

Mr. J. W. Raymer, of Berkeley High School,[1] began a study of advisory systems a few years ago by sending out a questionnaire to seven hundred high school Principals, ascertaining the attention which was being given to advisory work, and the plans in use. A very generous response was secured, and combined with the variety and number of plans on trial, it was indicative of the need and the interest being taken in such work. The large high school feels the need of this socializing work perhaps more than the small high school, when we realize that a year or years may pass without student and instructor becoming really acquainted. The high school student is naturally a very sociable being, consciously seeking leadership and it is time that we provide a suitable environment where he may learn the appreciation of true values. By spreading the cement of fellowship and friendship and consciously endeavoring to provide an opportunity for the cultivation of these amid suitable surroundings the advisor is only making it possible for the individual to reach his maximum social efficiency and directing him into paths worthy of his highest aspirations.

Raymer, J.W.: Advisory Systems in High Schools, Dec. 1912. Educational Review, Vol. XLIV, page 466.

The success of advisory systems depends on the character of the advisor and his ability to generate confidence in the minds of his group. He must be prepared to guide in all vocational, ethical, recreational and religious questions which become prominent and call for solution during this adolescent period. The quality par excellence is sympathy backed by a personality that invites confidence. Thus far it is pioneer work but the "pot of gold" is in every soul and only awaits discovery.

Perhaps the most wholesome results of Mr. Raymer's work were the suggestions offered of promoting greater efficiency in advisory capacities. Perhaps the greatest emphasis was placed on leadership, with the chief characteristic being sympathy. Select teachers with certain character traits who are capable and willing to undertake advisory work. Recognize and reward effectiveness in leadership. Give teachers only as many classes as are expected of students and allow the remainder of the day for more time outside the school to live with the pupils and meet the parents.

Some have begun the work by searching for information concerning the student who enters the high school. Strange as it may seem little has been gained in this way because few

statistics have been gathered and utilized, and far less recorded. Wherever there has been definite organization it has usually taken the form of class advisors and sponsors, who are members of the faculty and elected by the class. In some cases this member is appointed by the Principal, but it seems to be a little more democratic to have this member elected. The work of the sponsor is to be the class advisor for the year in all matters educational and social, attend all class meetings and give them the benefit of his experience and judgment. This is a very desirable and profitable work from the standpoint of the school and the class but the touch is rather impersonal or only "skin deep." To be truly effective the influence must be personal and reach down to fundamental human interests.

In the larger high schools it has been found advisable to have the smaller group plan, usually from fifteen to twenty-five being the number supervised by the sponsor. The chief purpose of this plan is to make it possible for every student to be brought into personal and intimate touch with one who is worthy of their confidence and of being their leader and advisor. The plan further offers an opportunity for vocational guidance and social amalgamation. This is

sometimes called the Home-Room Plan and probably has its foundation in, and is an outgrowth of the old German system of the teacher and his students living together as a social group. This plan has many sympathizers. It is in very successful operation in the East Technical High School, of Cleveland, Ohio. [1] Under this plan there are no rooms for the seating of pupils by classes, but each of the Home-Rooms has a seating capacity sufficient for the groups to which students are assigned when they enter for the first time. This assignment is maintained throughout the student's course. Those coming from one school or neighborhood are assigned to the same room. This Home-Room becomes a social mixing room, as the different neighborhoods are fused and as a few new students are added each year. These instructors or leaders seldom if ever hear their fellows recite and so each time the House-Room meets it does so as a social unit. As father and defender of the group new interests are developed with each new responsibility. Here is an opportunity to develop school spirit rather than class spirit, and train for real citizenship by practice in the control of school activities. A just and wholesome pride develops in these Home-Room

1. Barker, J.F. A Home-Room Plan, April 1913, School Review, Vol. XXI, page 235.

groups, and there is keen interest aroused as representation is sought in school organizations, and on school teams. Such a spirit reacts upon the teacher, and soon permeates the entire school atmosphere. Mr. Froula, of the Lincoln High School, Seattle, has properly evaluated such work when he said, "There is marvelous capacity for achievement and wholesome stimulation under such vigorous and vitalized leadership. The social training which comes from participation in such groups would be sufficient justification for the encouragement of the time-consuming activities, but when to these are added the opportunity for social recreation and the professional enjoyment of a work well done, these extra-activities become more justifiable." [1] Principal Geo. Thompson, of Alameda, California, reports [2] the advisory system and is very enthusiastic about the results. He says, "The advisory room is a small family, complete in itself, or a small state, the object for which it exists being complete citizenship. Here in these groups, especially where the sexes are segregated, questions of sex-hygiene, good taste in dress, manners, and morals, may be discussed and school policies can

1. Froula, V.K.: Extra Curricular Activities, National Education Association Proceedings, 1915, page 737.
2. By letter.

be developed which reaches every individual in the school."

It is all important that advisory systems should have the support of the home. It is an important service and benefits the school, the student, and the community. The advisors must meet the parents, and if the work is to be effective it must have their cordial coöperation. In Gary, Indiana, the city has been divided into geographical units, and the advisor is known as the "register teacher." He is sort of a "sociological overseer for those living in a certain neighborhood, and an intimate acquaintance of both student and parent is cultivated. He makes a complete survey of his district and this relates him to the general community life. His profession takes on a new importance and the work furnishes a fine sociological training." [1]

Next to the social and vocational sponsor and equal in importance stands the study advisor. They may be and often are the same individual. Perhaps supervised study is more important, under present social and economic conditions, than vocational guidance or social supervision. In fact they are inseparable and the emphasis determines the importance. Supervision of study becomes imperative when we realize that 8 per

1. Bourne, R.S.: The Gary Schools - pages 97-99

cent of the mothers and 10 per cent of the fathers are absent from home more than two evenings a week, and in 20 per cent of the homes there is "company" twice a week, while less than 54 per cent of the students have the stay-at-home habit.[1]

It is the "Alpine Guide" to whom we must look for success if success is to be attained. Good study usually follows good teaching and personal industry will be largely the result of "an atmosphere charged with the finest suggestion for intellectual achievement."[2] There is joy in achievement and when there is pleasure in the work one is doing failure and mental stagnation are utterly impossible. It is our business to stimulate the individual to attain, and to bring into full fruition all his potential possibilities. Trivial hindrances often have tremendous consequences and so individual differences must be considered, and we must not presuppose a habit of study where none exists. Frequent conferences are necessary for they invite confidences and renew courage when determination is at low ebb.

Each day's mental climb must be attractively an-

1. Hall-Quest A.L. - Supervised Study, page 9.
2. Hall-Quest,A.L. - The Direction of Study - in The Modern High School - C. H. Johnston, page 265.

nounced and carefully planned if new heights are to be scaled. The "Alpine Guide" who knows the lay of the land can make the climb exhilarating by pointing out the broad panorama of knowledge at each new altitude.[1] It was the tradegy of the unprepared which closed the door to the wedding feast, upon the faces of five of the foolish virgins. It is the tragic realization of the fatalities on the journey which has caused us to recognize the need of supervising the preparation, as well as the climb up the trail in their mental experiences. The teacher must act as a "salesman of truth" and if it is "attractively advertised the students will be curious enough to look over the goods." Often a "sale" is lost because we expected too much from the customer. We have too often expected him to grasp in a moment what it has taken us months to attain. This has not been our conscious purpose but it has its evidence in the fact that while the explanation may be recognized it does not accomplish the results. The application is a failure when put to the test hours afterwards. Supervision of study then means more than watching and policing while the student is at work on an assignment; it means working with him and helping

1. Hall-Quest, A. L.: The Direction of Study in The Modern High School, C. H. Johnston - page 272.

him "put it across" when opposition blocks the way. It is a democratic service "under the leadership of the wisest and the best."

In attempting to administer supervised study there has been a considerable number and variety of methods devised. It is somewhat difficult to evaluate these but it is hoped that the variety mentioned will be sufficient for every school to find the type best fitted to its needs. The Pueblo plan [1] abolishes all class recitations and substitutes supervised individual study. Its fundamental characteristic is the conservation of the individual. They began the work by prohibiting all outside study. They abolished the recitation and all work was made advance work. Every room is a studio or workshop wherein each work as individuals and advance as rapidly as ability will permit. No student is advanced or retarded because of the class. Each is a class by himself and receives attention whenever he needs it. There are no marks, no mechanical rewards for doing right, no ranking or discriminating honors of any kind. It is claimed for this plan that it develops self-reliant workers, more and better work is done and the opportun-

1. Search, P.W. - Individual Teaching. Pueblo Plan - February 1894, Educational Review - Vol. VII, page 154.

ity for daily and continuous promotion is an immense stimulus. It is a desirable plan if there are sufficient teachers to give the necessary amount of supervision, for to be effective supervision must be given when it is most needed. This plan has many adherents and has been tried in a number of places with satisfactory results. Some object to this plan on the ground that it involves an enormous amount of mental bookkeeping on the part of the teacher, because the progress and peculiar difficulties of each student must be held in mind. It also subjects itself to criticism in that only skilled teachers can use it. By far the most serious objection is the fact that it fails to recognize the school as a social institution in which members should work not only for themselves but with and for others.

In teaching the pupils how to study in the University High School of Chicago, [1] they required only the students who needed the recitation to give attention to it, and provided supplementary work for the fast pupils. They began experimenting with one class by not assigning home work and the result easily proved that it may safely be reduced. This test also showed that this class worked with more confidence and

1. Breslich, E.R.: Teaching High School Pupils How to Study, October 1912, School Review - Vol XX, page 505.

pleasure. In the plan now used the new topic is developed in the classroom with the class using the genetic or developmental procedure. All start each day at the same place and work independently. No communication is allowed. The teacher passes from one to another, giving the slow pupils suggestions and direction, and encouraging those who lack confidence. Often a general mistake is discussed thoroughly. When it is found that bright pupils are gaining too much ground, an assignment of home work is made, covering the amount of work done by the brightest pupil. This is given the slower pupils for home study that all may do a like amount. It is claimed for this plan that the effect is stimulating, and the entire period becomes a "thinking, doing, and instruction period." To those who feel that one of the main objects of supervised study is to free the child from any home work, a modification of this plan might be made. There is no particular reason for requiring all to do the same amount of work. It may be unjust, it is at least unreal and not found in actual life. It only means that those who are free for the evening have an opportunity for recreation and social development which will be denied to the slower, and thus one of the great benefits of supervised study will be lost.

W. C. Reavis, of Oakland City, Indiana [1] has adopted

1. Reavis, W.C. - Importance of a Study-Program for High School Pupils, June 1911, School Review, Vol. XIX page 398.

a home-study plan, in which each student arranges a study schedule card for home and school. A definite program for the day is required of each student. Duplicate cards are made out stating the periods of recitation and study. Each study period must indicate the work he has under consideration. One of these cards is filed in the study room so that the supervisor may know his program and intelligently and closely supervise his work. Each student was urged to properly divide his time at home and religiously adhere to the schedule. This plan necessitates the coöperation of the home and this was secured in large majority of cases. On the back of these cards were printed ten suggestions for effective study. This daily program is of great value. It acts as a measuring rod, giving a definite plan to follow, thus saving time and effort. Mr. Reavis found that this program helps to solve the problem of discipline and is of assistance to the teacher in charge of the study hall. It is extremely difficult to find a plan without faults but it would seem that success will be doubtful where part of the program is left to the parents. Those who need it most fail to properly respect the parental requests, and any half-hearted and half-successful school program only invites disregard for other

plans. The machinery is too complex, although the habit of programming yourself is an excellent one to form and industriously followed means economy in time and energy.

Conference plans are of various kinds. Some principals require the teachers to remain a certain length of time, after the regular session, for conferences. During this time the students may call for assistance, or explanation at that time, and the teacher has a chance to take up undividual cases and thus learn many of the personal peculiarities of the students. If the conference is informal, personal and friendly if offers possibilities of influence such as no other method can provide. [1]

Pittsburg, Pa. [2] and Long Beach, California use the conference hour once a week, to increased advantage. This is a free hour in so much as no assignments are made and no preparation required of the students. Many important uses have arisen as new uses for the hour have been found. Whenever formal school work occupies this time we find the conventional methods being used. It became a review period for the Latin class, while the German department returned

1. Hall-Quest, A.L.: Supervised Study, page 98.
2. Rynearson, E.: Conference hour in Pittsburg High School, April 1912, School Review, Vol XV, page 246.

corrected papers and discussed them. Others use it for preparation of future work and it then takes on all the phases of supervised work. Very often it is the will of the pupils which determines the nature of the hour. School problems come in for consideration, or recreation takes the place of formal classroom work. Mr. Rynearson has well called it a "clearing-house for all school affairs."

De Kalb, Township High School has gone a step further for the conference hour in that a study period a week in each subject is provided. [1] On Monday all first hour classes are study periods and the instructors supervise the work. Tuesday the second hour becomes the study period, and this period is advanced each day with a new type of work given. By distributing these periods the instructor has an opportunity to observe the study habits in the various subjects and the student may get the necessary help on his difficulties before it is too late. Prospective failures are detected weekly instead of monthly or quarterly as marks may be issued. Besides these regular periods others have been interpolated between the third and fourth in the morning and before the last in the afternoon. The morning it is used

1. Periods of Study in High School, January 1913, School Review, Vol. XVI, page 58.

for conferences, general assembly, vocational talks, lectures, musicals, dramatics, rallies and all general purposes of the school. In the afternoon work is formal and is usually a general supervised study period.

The program which does not provide for supervised study shows lack of concern for the mental progress of the child. It must be constantly on the defense before the public, as well as showing lack of common sense sentiment. Every failure in school is an indictment against the organization and makes necessary adjustments during the term which might easily be avoided if the school was made the educational workshop. The University High School of Chicago made a great saving in mortality when review groups in Algebra and Latin were formed. After ten weeks, all the prospective failures were given twenty lessons on the work covered during the ten weeks. Each lesson used the laboratory method and each student was treated as a pathological subject.[1] Such work shows an interest in the welfare of the student and prevents the stigma of failure from falling upon the undeserving. The University High School at Columbia Missouri is attacking this problem from the right angle when they reversed the common practice by reducing the recitation to one-third and used the

1. Caldwell, O.W.: "Laboratory Method and High School Efficiency" - March 1913, Popular Science Monthly, Vol. LXXXII, page 243.

remainder in supervised study and careful assignment. If you cannot have the hour or double period program such a plan, while it will not eliminate home study, will make it more effective.

When we consider the difficulties of initiating such a program of supervised study, it is well to remember that we have something more than that intangible appeal to sentiment upon which to base our claims. It requires more teachers and usually a longer day. The University of High School of Wisconsin shows that the longer period, sixty minutes, of recitation and supervised study, increases the net teaching time. When we add "fifteen minutes to each non-laboratory subject we gain thirty-three and one-third per cent in teaching time. With a school year of one hundred eighty days, there is approximately a gain of sixty days. Even in a laboratory course the net time is equal to the double consecutive periods twice a week." If mortality can be decreased even in proportion to the increase in teaching time, then the necessary increase in the teaching force will be balanced by the cost now sustained in teaching the repeaters.

Wm. Wiener, Principal Central Commercial and Manual Training High School, of Newark, New Jersey,[1] is very enthusi-

1. Wiener, Wm: Home Study Reform, School Review, Oct. 1912, Vol. XX, page 526.

astic over the results of supervised study on the one hour plan. The school program has five main hour periods with five minutes intermission between hours for relaxation and recreation. The hour is about equally divided between recitation and study but this is elastic and bends to meet the occasion. The last part may be for study, conferences or individual help. All teachers keep office for one hour after school for the purpose of assisting and advising with those who may come or those who need help. In all this work there has been two very desirable results. Discipline is better because the room is an "educational workshop" and every one is busy. Independent and individual work is secured with the result that a fine type of honesty develops and resourcefulness is exercised. Mr. Wiener ably described the work in the following simile, he says, "The school is similar to a corporation, organized on a co-operative basis, each stockholder puts, as capital, his best efforts and energies, and receives, as dividends, confidence, self-respect, and satisfaction through achievements." Perhaps the greatest benefit accrues to the teacher in the opportunity the period affords to teach the student how to study. He must be taught "how to tackle" successfully, and to do this he must practice under the supervision of "the coach" where wrong methods may be

eliminated and better plans shown. It is a method of conserving student resources which is one of the imperative educational needs of the day. The quantity of home-work decreases but the quality improves. The habit of success becomes established, discouragement is prevented and the teacher is freed from excessive conference work.

The double-period plan is undoubtedly the ideal one where conditions will permit. In the Joliet Township High School the plan grew out of the need of devising some plan of preventing the large number of failures in certain classes. It grew naturally and was extended gradually until now it includes all the classes of the first two years of high school. The study period is laboratory work and the teacher gives assistance where and when needed. Much of the work is completed in the workshop, and it does insure daily and individual effort. Mental loafing and parasitism is impossible in the atmosphere of such a place. Dr. Brown says, "The scheme, like all others, is dependent largely on the attitude of the teacher. Supervised study reaches its greatest defense in one in whom the qualities of sympathy and interest, inspiration and magnetism, and human uplift, are dominant." [1]

1. Brown, Dr. J. Stanley; The Double Period Plan, February 1915, School and Home Education.

Principal G. C. Jensen, of Elko, Nevada uses supervised study saying in justification of it, "There is really little reason for a student digging away for an hour over a difficulty which the teacher can clear up in a minute by suggesting the proper method of approach. We are now beginning to teach our students how to study and something about the art of concentration - the only key to success."

Several years ago Supt. John Kennedy, of Batavia, New York,[1] hit upon a plan of study supervision which he has adjusted and modified until he thinks he has a panacea for all evils growing out of the common methods of the recitation. As it applies to high school it is a coach and study supervision plan. It has always been popular because the people understood it, and thus it is a "reform without martyrs." He has a general individual teacher in high school whose work is with those who are slow or are doing unsatisfactory work. In addition to that each teacher gives half of her time to individual supervised work. Some very splendid results, in preventing failures, and in the quantity and quality of work have been accomplished.

The study coach is another plan for supervised work. One person devotes all his time to the work of coaching

1. Kennedy, John: The Batavia Plan, June 1912, Elementary School Journal, Vol. XII, page 449.

pupils individually. "This work requires rare ability and the coach must be a psychologist, understanding the motives and attitude of pupils for it is often a very delicate matter to analyze the problem. He is essentially a diagnostician, and the work is individual instruction of the highest kind." [1] Concerning the inception and results of study coach work, Supt. S. J. Gierr, of Hilsdale, Michigan says, "Four years ago we employed an all around man, a graduate of Harvard, to do what we call coach work among our backward students. It often happens that a pupil will lose out in his work, not because of lack of ability or application, but some difficulty arises which throws him off the track and he gets behind and becomes discouraged, and often students are lost to the school system. The work that this coach has been doing is to take those pupils who have fallen out by the wayside and give them individual attention and assistance, and after a little personal work they are turned back again into the class and in nearly all instances they are able to take up the work and go on with it. We have found the results all that we hoped for." [2]

1. Hall-Quest, A.L.: Supervised Study, pages 112-14
2. By letter.

CHAPTER III

SOCIALIZED CURRICULUM

During the period of educational pessimism, the total depravity theory was in full bloom. What you studied, then, mattered little so long as you didn't like it, and every child was inately wicked, having no good thing in him. Now we believe that it matters everything what we study and what we read and what we think. For ages past, our curriculum has claimed that its composition made it a cure-all for educational ailments, much as did the patent medicine for physical ills. It made a desperate effort to make all children alike by requiring all to take the same work. Everything was prescribed regardless of its functioning power in actual life. This was due to the fact that, "The educational train had been through-scheduled for the professions, and thousands, who found that they did not care to reach their destination, were bowled off like mail-sacks, wherever it happened, instead of being comfortably landed where they ought to have gone." [1] This point of view has changed and the school, with its enriched curriculum, is making a determined effort to preserve the natural

1. Lewis, W.D. Democracy's High School, page 20

differences in children and provide courses of study, that will give them the maximum development of which they are severally capable. This becomes doubly necessary as we consider the multiplicity of vocations open to youth to-day. An intelligent choice of a life work requires a diversity of training and practice at close range if we would avoid misfits and failures in society, or if we are interested in helping everyone to find the work into which he may put life's energy and draw out happiness. "Someone, somewhere in France" has said, "The probability that an adolescent will hit upon the activity which will light up his soul with the consciousness of a special capacity or ability, is exactly proportional to the extent of his opportunity for varied action."

If the schools are to prepare citizens for citizenship let us make it a laboratory for solving school community problems. Live facts or dead languages are no longer legitimate questions for debate. Let us have a few men with imaginations and who are not afraid to use them. Let us put on our own head of steam and feel the pressure from within instead of compression from without. [1] Let us cease our preparation to live hereafter lest we forget to live here. The "Kingdom of heaven must be within you" before it can be about you.

1. Scott, Colin. Socialized High School Curriculum, in Modern High School; C.H.Johnston, page 229

Because you did not "inherit the Kingdom" is no reason that you may not share it. We can establish a place of our own if we but practice a little in trying to work out a few of our day dreams which reappear only to remind us of our unrealized possibilities. One dream poorly realized is worth more than a score of ideas wonderfully idealized. One ethical experience is worth more than a book of moral precepts. Perhaps the making of a square joint in the workshop may not guarantee a square deal with your fellows, [1] but it can be as safely assured when a similar training in the workshop of human association is provided.

The appreciation of the public's need for various types of trained service is modifying and enriching the curriculum. The motor-minded man is receiving recognition along with the sensory-minded individual. New ways of adjustment are being sought in order to provide social and educational exercise for "all the children of all the people". New courses spring up over night to close the exit from our high schools, and offer alluring invitations for new work and social activity. A hasty review of a hundred catalogues in 1913 showed over two hundred subjects taught in the high schools of America. [2] This enriched program of studies, with the varied innovations, is spread

1. Froula, V.K. Extra-curricular Activities, National Educational Association Proceedings, 1915, page 740.
2. Hall-Quest, A.L. Supervised Study, page 11.

out before the youth in a somewhat bewildering way but with no less a purpose than that of catching his eye and capturing his mind, until he finds the work that will light up his soul to new endeavors. A casual glance at the Educational Directory of 1915-16 for the State of California shows sixty-two subjects offered in high schools. Manual Training, including work in wood and iron, Domestic Science and Art, Wireless Telegraphy, General Science, Chemistry, Agriculture, with gardening, farming and marketing, Physical Education, Military Training, Typwriting, Stenography, First Aid, with scores of others make up the program for the average high school of today. School life is becoming real life as electives increase and the activities of society become the material for laboratory work. Along with this variety of work the school is recognizing the social instincts of its membership, changing its form of government from a despotism, "where the highest virtue is unthinking obedience" to a representative democracy "where conscientious public service is exalted, aggressive public righteousness inculcated, and public intelligence stimulated". [1]

The new curriculum is not better characterized than by the attitude we have recently taken of considering the chronological and psychological equally with the pedagogical age of

1. Lewis, W.D. Democracy's High School, page 19.

the student as a basis for promotion. The high school is saying to the fellow in the grades, "Whenever you have a mental age of fifteen years, yes, or even a chronological age of fifteen years, we want you. Come on up higher." Newtonville, Massachusetts, leads out in this way with a very profitable and hopeful experiment, with a special transfer class, consisting of about sixty boys and girls who entered high school without diplomas. [1] For various and unknown reasons, they had been unable to complete the grammar course. With some it was only a pedagogical retardation, with others it was mental, but care was exercised in selecting and the results were gratifying. It required a psychologist to analyze the mental attitude of these students, for a very definite fear of failure possessed most of them. The new work and the practical way in which it was given changed this feeling into one of vague hope, until finally, under the stimulating atmosphere of the school and the personal taste of achievment, confidence in themselves was restored and they began to respond to every appeal to the intellect. Here we see human wreckage and liabilities turned into human resources and assets. They were held, inspired, and then turned back into society, a "workman that needeth not to be ashamed". No expedition into frozen fields, forests wild, or dungeons deep, can compare to seeking the paths

1. Laselle, Mary A. Special Transfer Class - October 1912, Education, Vol. XXXIII, page 109.

which lead to the hidden interests, and stored-up resources of these untapped and undiscovered mental mines.

Several years ago the English department, of the Newark High School, began to list and buy books for distribution to the students. [1] This list has steadily grown from year to year, as experience has shown the wisdom of adding new books or eliminating others. The literary and critical value increases from the first to the fourth year. The benefits grow largely out of the selection made and the liberty which is given in the selection of books to be read. Realizing that students coming into high school have read little and have formed few reading habits, and are therefor very largely creatures of circumstances, the list of books is distributed to the classes, suggesting fifty to one hundred books suitable for each year. Each student is required to report, each term, on one book of fiction, one of new fiction, and one poem. The freedom in selection, as well as the school requirement, "overcomes the inertia in some and the possible timidity in others. The variety offered to select from allows the pupil to follow his own bent, and thus creates a prejudice for, instead of against the book. Strange would be the boy or girl who found nothing to catch the eye or stay the hand. Having read and enjoyed these, the pupil can and often does read something better. A positive distaste for poor and vulgar forms of

1. Thompson, Grace. High School Reading: Newark Plan - March 1913, Vol. XXI, page 187.

writing, is created."

There are times when you can well afford to stoop to conquer, if in so doing you raise the other fellow up to your level. Methods are not to be too closely scrutinized when the prize is a soul you are convoying through the straits of Scylla and Charybdis, and into the open sea of safety. Many dangers are to be avoided and mental ailments cured. Parasitism, Mental Loafing, pseudo-hydrocephalus, writing atrophy, and spelling paralysis are some of the very prevalent diseases of high school students. The University High School of Columbia, Missouri, started a spelling hospital to cure the last named disease. [1] Those failing to measure up to the standard were quarantined until all evidence of the disease had disappeared. Those who were merely negligent were cured in a week, the minimum time of detention. New recruits, who had a temporary slump, or had escaped detection, were added from time to time. This class was "dubbed" the Hospital by the students and usually one confinement worked a marvelous cure. With some it required continuous treatment for indefinite lengths of time before their deep seated inability to spell was cured. This much can be said for the plan that it does stimulate the careless and help the incorrigible.

1. Charters, W.W. Spelling Hospital in High School, March 1910 School Review, Vol XVIII, page 192.

[illegible]

[illegible]

[illegible]

One of the most hopeful signs of the times is the enrichment of the curriculum by physical training. Many states, during the last legislature, enacted laws providing for physical education and making the work compulsory. Just the form this training is to take is left largely to the school. It may be gymnasium work, after careful physical examination, or it may adopt general minimal essentials, such as authorized in the Badge Test for Boys and Girls.[1] It may be the Andover plan[2] of "everybody out" or it may be cadet work. Whatever the plan the great significance lies in the fact that we are consciously recognizing the need of physical fitness, as a basis for intellectual supremacy, and to fit the body to be the temple of the soul. It has taken Wyoming to show us the socializing influence of cadet work. Some people can only see a gun in military training while others see everything else but a gun. They see hiking, camping, first aid, wall-scaling, and countless other activities, all of which are highly acceptable and beneficial. Regardless of our view, Lieutenant Steever has done a splendid work with the Cheyenne High School boys. Superintendent Fees writes very enthusiastically of the work. He says, "Cheyenne was the first city in the United States to adopt the modified system of Swiss

1. Playground and Recreation Association of America - Bulletins #105 and #121
2. Case, H.J. How Andover solved the Athletic Problem - May 1913 Outing, Vol. LXII, page 231.

Cadets. It originated in 1911 under the direction of Lieutenant E. J. Steever, who was detailed for military instruction for the State Militia. The work is purely elective but at the present time about sixty per cent of the boys are taking this work and others would be glad to do so but are engaged in other forms of athletic sports. The Drills are held twice a week during school hours for a period of forty-five minutes each. They consist of manual of arms, military setting-up exercises, hospital relief drills, examination drills and wall-scaling. Usually the day following the close of school the cadets assemble for the annual hike into the mountains. They hike the twenty-six miles to their camping grounds. In camp they do their own cooking, squads being detailed for the several duties of camp life. During the day they engage in military maneuvering and drills under the military instructor. During the encampment and at night sham battles are engaged in. During recreation hours, fishing, hunting and mountain climbing are the main sports. Twice a year public exhibitions are given in the public school gymnasium. The parents are enthusiastic over these cadet tournaments and attend in large numbers. The Cadets appear in uniform, the State making an appropriation to assist in purchasing these. Each Cadet is required to sign a certificate agreeing to refrain from the use of tobacco among members of any cadet corps in the state.

Pupils of small stature are welcomed to the organization, a policy in sharp contrast to that, usually prevailing in other forms of athletic sports, of training those whose physical powers are already very marked. Furthermore, the drills prove very beneficient, resulting in increased chest capacity, stronger muscles, a surer eye and a clearer brain. Training boys to think true, live true, and shoot true has been the purpose of this cadet movement at Cheyenne. For five years they have been pioneering in the delicate matter of military instruction in the schools. The Swiss and Australian models have been followed in some degree but the big outstanding features of the plan are entirely original, having particular regard for American ideals and prejudices." This work is so gripping, and the results so far reaching, that I am going to pay my compliments to Mr. George Creel who has so vividly reviewed the history of the cadet work in Cheyenne, and who has so dramatically pictured the possibilities, under the splendid leadership of such men as Lieutenant Steever. Mr. Creel says, [1]

"Like most big ideas, the Wyoming experiment "just happened". It was organized after the acid test of opposition had been applied. Time hung heavily on the hands of Lieutenant Steever and it was out of this restless energy that he conceived the idea of a cadet corp in the high school of Cheyenne.

1. Creel, George: Wyoming's Answer to Militarism - February 1916 Everybody's, Vol. XXXIV, page 150.

Opposition sprang instantly into angry life. The labor unions saw nothing in the plan but a training school for the militia; parents based their objections upon the ground that military instruction would result in exalting martial ideals in the minds of every youngster; preachers opposed it because it scented of militarism; educators were antogonistic out of fear that individual initiative would be destroyed and personal responsibility undermined. Lieutenant Steever, instead of denouncing his opposition, analyzed the objections and devised ways of satisfying them in all fairness.

"The Cheyenne School-Board gave its consent at last and Lieutenant Steever issued a call for volunteers. Sixteen boys responded, their ages varying from twelve to sixteen with even greater differences in physique. They were divided into two squads each containing an equal number of strong, medium, and weak fellows. Steever straightway made appeal to the three fundamentals of juvenile life--love of games, the competitive instinct, and the gang spirit. "It's one squad against the other," he said, "Nip and Tuck." "We are going to have a tournament in January and the winners will get gold medals. Remember now, team play does it. Your squad is your gang." He got the game spirit by wall-scaling in competition. The two walls were of plank eight feet four inches high. A fifteen foot run started the climb, and the race was to see which squad

could scramble over first. Won by the good time the cadets seemed to be having, other boys dropped into line so that by the day of the tournament, fifty-five boys were working away and having the sport of their lives. The Governor of the State opened the tournament, the national flag was presented to the cadet corp and then the squads took the floor and commenced the struggle for medals. The enthusiasm aroused shook the gymnasium as those youngsters whirled through the drill or tore over the high wall, and when the bugle shrilled its last note the last objection to a cadet corps died with it.

"Looking over his ground Steever hit upon a new idea that not only accentuated the non-militaristic emphasis, but also gave promise of stimulating youthful ardor to an even higher pitch. Each squad was to have a sponsor chosen from the girls of the school, who should be a member of the squad to all intents and purposes, sharing in the high hopes, softening juvenile savageries, and giving a note of chivalry to the competitions.

"In February 1915, the first inter-city cadet tournament was held at Cheyenne, Casper sent one squad, Laramie two, Cheyenne entered three. Not even the famous Frontier Days caused larger measure of excitement in Wyoming. To the amazment of all, but its devoted supporters, the Casper squad raced away with the medals, hanging up the remarkable time of eight

seconds in the wall-scaling competition. It was a victory that enabled Lieut. Steever to point a smashing moral. The ages of the Casper squad ranged from eighteen down to twelve, but not a youngster of the eight had ever touched tobacco in any form or been a victim of evil habits. The lesson was not allowed to lose its vividness. In May 1915, a second inter-city tournament was held, with Rawlins added to the list, and again the Casper squad carried off the honors. Wall-scaling calls for five trials, and three times that gallant little eight did the trick in six and one-fifth seconds. Think of it! A fifteen foot dash, a wall eight feet four inches high, each youngster with a heavy rifle in his hand and then all piling over in six and one-fifth seconds.

"The idea must not be gained however that the Wyoming plan cares for nothing but a boy's chest and legs. There are scholarship squads as well as wall-scaling squads, and while the competitions are not fought out before cheering thousands, there are medals for the winners and the rivalry is just as keen. The squad leaders are elected. They take turns choosing members and the fight is to hang up the highest average in every branch of school work. These scholarship squads have their sponsors to urge them on, and the standings are posted on the bulletin boards every week, medals being awarded at the end

of the term. One squad leader whose team had lost in the wall-scaling tournament, set sail for a scholarship medal, and he won his by going to the homes of his backward members at night, for the purpose of helping them in their lessons. The results are not more mysterious nor miraculous than the commonest of common sense. Every fellow realizes the absolute necessity of keeping in shape and if a fellow will not do it drastic action is taken by the squad.

"Another tremendous benefit lies in the complete elimination of class distinction and caste lines. Snobbery finds it impossible to live in the democratic atmosphere of the cadet corps. Another democratizing influence lies in the entertainment arrangements during the inter-city tournaments. The boys and sponsors are billeted on the members of the local corps. They believe that the time to sow the seeds of democracy is in youth, before prejudices have had a chance to harden. A by-product of this system is good breeding. No squad, when attending a party or visiting away from home, wants to be disgraced by a "rough neck" Lessons in deportment that would be resisted and derided if they came from adults, are heeded when they proceed from the squad-pals.

"At the beginning of each year an election is held by secret ballot. At the start boy politics exercised a dominant

influence, and many inefficients were chosen because of personal popularity or social standing. It was soon seen that an inefficient leader meant an inefficient squad, and each succeeding election witnessed an increase in the intelligence of voting that is based on the merits of the candidate rather than his personality. Today the one thing that counts in cadet election is the ability to deliver the goods. Thus the very selection of squad leaders is in itself a training in citizenship."

Many centuries ago, a young man, well-educated, well-groomed, "well-healed," a man who was conscientious, sociable, and anxious to make a place for himself in the world, approached the Master of Men and inquired the way to eternal life. The examination which followed showed him to be a worthy traveler, and deserving of a place among men, but an indictment was brought against him, "One thing thou lackest," which caused the young man to go away sorrowing. The curriculum today is well-educated and sociable but a similar indictment must be brought against it. A hasty inspection of the courses of study shows a progressive spirit and a growing interest in supplying the mental powers with suitable activity, public sentiment and legislative enactment recognize the need of physical fitness, educational thinkers are

zealous in their attempts to provide a healthful social environment, but scarcely a voice is raised in behalf of the moral and religious cravings of every normal individual. The pseudo-spirit of personal liberty which prompts men to throw up their hands in holy horror when religious training in the school is mentioned causes them just as boldly to bring down the clenched fist of opposition when their position on moral education is questioned. No man can be truly educated who does not have an intelligent understanding of the Bible. It is the only piece of literature which has come down to us through the ages, that has retained its place among the literatures of the world. No book of fiction, history or poetry has had as large a circulation, and it is doubtful if any book had a larger circulation during the current year. It is the basis of every treasured poem, beloved song, and standard piece of fiction. It is broad enough and rich enough for Protestant, Catholic and Jew. Why not use the liberty which was so carefully instituted for us. Negligence is not liberty. Liberty comes in the ability and right to choose, and its fullest realization will be manifested when intelligence has had a chance to develop under training instead of abandonment and ignorance. Is there any reason to believe that a course of study, broad enough and free enough, could not

be worked out, if the same degree of intelligence is used as in other parts of the curriculum? Definite religious instruction, with its accompanying ethical and moral implications, should be a part of the course of study of every school in America, and a minimum amount of work required for graduation. Equal emphasis should be given to the mental, physical, social and moral. Then the symmetrical development of the whole man, the "four-square man" would be represented by four lines each. When properly developed, each should form the equal side of a perfect square. May the time soon come when advanced ground will be taken on this great question, and a course in religious training will be as necessary as military training; when we will cease to hide behind the skirts of mother constitution, and when religious liberty will have a chance to flourish in the soil of the soul.

Opposition, to a righteous cause, often melts away when faced by the faith of a mustard seed. The soil always responds to cultivation, and often produces a harvest, where only desert was thought to be. Individuals, organizations and state legislatures are considering this question and receiving splendid cooperation. Supt. Wirt, of Gary, Indiana is fearless in the exercise of his imagination, and has the faith of his

convictions. In 1914 he permitted any, who desired, to attend the church schools during the auditorium period. These schools were conducted by the Pastors of the various churches. In 1915-16 he so arranged the program so that those desiring this training might come directly from home to these schools, or go directly after school. In speaking of the influence of these schools Supt. Wirt says, "The church schools have naturalized religion so that it takes its place along with other interests. There has been an appreciable difference in conduct and ideals or purposes between those in the church schools and those who did not go." [1]

The North Dakota plan [2] is perhaps the most widely used and practical. The work is planned, outlined in a syllabus, standardized, examinations, and credit given by the State Board of Education. No sectarianism is allowed and partisanship is avoided. It is practical because no new legislation is needed. The course emphasizes the value of scriptural history and literature as broadly cultural subjects. It is vitally related to the home and its influence upon the lives of the students is very

1. Brown A.A.: - The Week-Day Church Schools of Gary Indiana, February 1916, Religious Education, Vol. XI, pages 5 - 19
2. Squires, Vernon, P. - The North Dakota Plan of Bible Study - February 1916, Religious Education, Vol XI, page 20.

marked. The writer has observed and taught this course, with the pleasure of having both protestand and catholic in regular attendance. In the state of Washington [1] thirty high schools are giving credit for Bible Study. Birmingham, Alabama [2] gives credit solely upon certificate of attendance, diligence, faithfulness, and deportment. In 1914 Austin, Texas [2] had two hundred enrolled in various classes for school credit. In the same year Colorado [2] had six hundred fifteen enrolled in nine cities. In Wyoming [3] the Ministers teach the classes, which are held in the school building each Wednesday. All denominations are represented and the reflex influence has been felt throughout the community.

1. Coe, George A. - A General View of the Movement for Correlating Religious Education with Public Instruction- April 1916 - Religious Education, Vol XI, page 109.
2. Osborn, Loran D. - The Colorado Plan of Bible Study - April 1916 - Religious Education, Vol. XI, page 124.
3. Lynch, Laura V. - Teaching the Bible in a High School, June 1915 - Religious Education Vol X, page 256.

CHAPTER IV

SOCIALIZED RECITATION

The formal school room, with its rows of desks of uniform size and hardness, and so compact that it takes an athlete to get out of them gracefully, the walls of somewhat doubtful shade, dotted here and there with artistic decorations of baskets of fruit or Pharaoh's Horses, and the teacher's desk backed by his chair of authority, presents a somewhat overdrawn idea of the conditions under which school work is carried on. It would be a natural consequence to see the students file into this place, and ceremoniously prepare to listen while the teacher stands behind his pulpit and hurls out historical facts or moral precepts. This is education for it is the pouring-in process. This may be the day when the master plays "Sherlock Holmes to the more or less sparsely populated brain pans of the luckless youngsters" and the contest then becomes one of seeing if they can get by each attack although they may not get far. The third and seemingly the last method for the master is to settle down quietly and, with the text as a measuring rule, listen while

the students repeat or recite the facts of the lesson. The successful completion of this work brings a smile of satisfaction and a feeling of contentment to the master, while the students hold a congratulatory service in the hall.

In striking contrast to this Hoosier Schoolroom scene is the modern twentieth century building, beautiful in architecture, splendidly equipped, and artistically decorated. The room has adjustable desks or movable chairs arranged about the room and the teachers desk completes the circle. Each room has an atmosphere peculiar to the work being carried on there. The history room becomes a workshop with its pictures of the world's great men and the stories of their lives. You feel history when you enter and the spirit of the room contributes to the success of the hour.[1] The drawing room has the air of an art gallery with its paintings of masters and the attempts of the amateur. All the seats may be moved where the best light may be had. The easels become the desk and all the work is given an artistic setting.

Only the Keystone of the arch is to be fitted to

1. Bourne, R.S. - The Gary Schools, page 116.

complete the structure and supply the strength which is necessary if it is to stand. A wholesome environment, and variety of work needs only the touch of the leader in directing the activity to be given, in order to bring to full fruition all the potential possibilities of the millions of high school students. Without this touch all will be as "sounding brass or tinkling cymbal." There are at least four instincts upon which social activity and development is dependent. The art and desire of communication is perhaps the simplest form of expression and capable of the greatest expansion. The constructive instinct is the basis for all socializing work of high school. It is the impulse to make, to create and to do, and it can be directed into "results of value as well as allowed to go on at random." Along with these there is the instinct of inquiry which, in the proper atmosphere, stimulates pupils to investigate, and discover with a satisfaction that cannot be compared to that of telling and showing. Then there is the dramatic or expressive instinct which impells every individual to share with others or present for their approval. "These are the natural resources, the uninvested capital, upon the exercise of which depends the active growth of the child." [1]

1. Dewey, John: School and Society, pages 42 - 45.

The socialized recitation recognizes the instincts and impulses which control the activity of adolescents and attempts to provide opportunity for the exercise of these in the social relationships of the school. It means giving them a chance to try out their abilities, it means making the formal recitation informal. It is a time when teacher and pupil meet as a social group to discuss various phases of life, and where the work done is under the supervision of the teacher but initiated and carried on by the students. The position of the teacher in such work is that of remaining in the background, encouraging, helping and guiding. The students organize and conduct the class work and in some cases have made their own assignments, and submitted their rankings to the approval of the class. This work requires rare wisdom on the part of the teacher, but there is rich reward for the service. "The teacher is an artist, under whose inspiring touch human beings grow in strength, in good fellowship, and even in righteousness. If his vision is clear, his faith, strong, and his heart devoted he may lead his band up the mountain and be permitted to view the promised land, and yes even enter it." [1]

1. F. W. Parker, School Year Book, 1912, Vol. I pages 13-14

A few pioneers have blazed the trail for us and while no general plan has been, or probably ever will be, worked out, it does give us courage to attempt to realize the hopes of which we have been only dimly conscious. Miss Lotta Clark, formerly in the Charlestown High School but now connected with the Boston Normal School, had the courage of her convictions and decided to give the students an opportunity to be responsible for their work in history.[1] Many conditions seemed to forecast failure but the novelty appealed to the students and they proceeded to organize. In disposing of Miss Clark the class called her the 'executive officer' with power in times of need. Each session was a business meeting and as usual the recognition by the president was necessary before a student could speak. This shows that the initiation was by the students, as the president only acted as a medium. Each lesson began by a volunteer presentation of the historical events. Points of disagreement were held over and evidence brought in the next day. Mistakes were often made in the selection of officers but this only offered training in citizenship and impressed them with the need of selecting the proper kind of leadership. It was soon found that they had time to spare and so they received

1. Clark, Lotta: A Good way to teach History, April, 1909 School Review, Vol. XVII, page 255.

practice in assignment. Some suggested bringing pictures to show the remainder of the time, others suggested stories to read, clubs were formed, all contributing to the wealth of the work. Discipline was no problem here. Miss Clark was only a good psychologist appealing to the proper instincts and impulses and making work a pleasure instead of a task. The socialized recitation has waveringly taken one step forward.

The spirit of the truly socialized recitation is not content with individual progress but shows concern in class progress as well. The failure of anyone student becomes the interest of all the others. The development of such a spirit reflects the true value of socialized work. It is no small task to generate a feeling of responsibility and to shock a fellow out the commendable pride he takes in his own success while at his side are friends going down to utter failure. Miss Clio M. Chilcott, a co-worker with Miss Clark in high school, made this phase of her work stand out in unusual prominence, in her mathematic classes. [1] All her classes are divided into groups with leaders and secretaries elected. Each day's progress is recorded individually and by groups. They take as much interest in this as many do in following the score

1. Chilcott, Clio M: An Experiment in Cooperation, February 1912 Journal of Education - Vol. 75 page, 125.

and standing of teams in some league. Perfection benefits not only the individual but the group and incidentally the class, while failure brings chagrin for it lowers the standing of the group. Graphs took on new life when they meant showing the students own progress, in home work, class exercises and tests. A comparison of these showed the necessary emphasis. This information or bit of "expert management" gave Miss Chilcott a line on all her classes revealing individual and class differences in no unmistakable terms. When the line on the graph remained steadily high it was evident that the subject had been sufficiently treated and a new one was introduced. A fear of cheating or unfair play grips one, but Miss Chilcott assures us that the class spirit against cheating showed itself to be very strong on several occasions, and the experience was a complete revelation to her. By far the greatest work of the group leaders was the responsibility placed upon them by the class. All misunderstandings were taken to the leaders for further explanation and then, if necessary, they came to Miss Chilcott. The group leaders also give special help to all those who fall below the standard or who may be absent for a time. The benefit is mutual as the helper gets as much from the work as the helped and a spirit of social service is developed.

For a number of years Miss Dora Williams, of the

Boston Normal School, showed that spirit of healthy discontent which eventually leads to progress. Each year she approached a little nearer the socialized class with her students in physiology. It is inspiring to read the account of the progress of one class from "their first glimpse of cooperative study to the full enjoyment of social solidarity." [1] It was the ordinary class of students, and they proposed to use the community as a laboratory. The inception of the work was as quiet and gradual as the growing of a plant, in fact Miss William's problem was that of sowing the seed of self-activity and initiation where tradition had flourished for years. It was a delicate task but it was destined to bring forth the fruits of accomplishment in due season. Possessing the usual qualities of curiosity, initiative, and love of adventure, which had been "strapped down by the conventions of the schoolroom and by a hyper-consciousness of the teacher's superiority" they organized with the proper officers and selected the topics they were interested in. Timidity and shyness soon gave way to satisfaction and confidence, which is the "first milestone in all

1. Williams, Dora: Details of Class Management in its Relation to the Family, the Outside Community, and the Subject - in The Modern High School - C.H. Johnston, page 245.

cooperative work." As the work grew in complexity it necessitated the advice and help of people of the community and they were impressed with the spirit of readiness to help. Elaborate presentations were made which attracted the community to the sessions, and elicited both praise and discussion. The work received a severe test when the class realized that they must evaluate the work done in terms of credit. It was a very decided shock when it was learned that some had done so much and others so little. In the struggle to make an individual showing, others had been forgotten. Ordinarily there might be regret felt for the unfortunate but no responsibility was accepted but, under this cooperative plan a new light came to them and they as diligently set about correcting the condition. New pairings were made, friendly coaching was given, and while inequalities remained, solidarity brought all into port with flying colors." In a third year class in English, [1] Comus was to be studied. The work was checked up to the students and after reading it through carefully, they decided that since it had been written to be played, they would like to play it. Several days were spent in weighing and discussing all the various points of the story.

1. Reported by Miss Lotta Clark per letter.

Here was appeal to the instinct of play and expression and they got down into it in a way that was of far more value than the usual analysis of the poem. Characters began to grow, some volunteered, and others were drafted. The costumes were made or borrowed and the music was loaned from a neighboring college. On Milton's birthday, Comus was given for the enjoyment of the whole school. Parents requested a performance and a request from a literary club necessitated a third performance. More than a thousand people enjoyed the work of this English class and not a cent had been spent in producing it. The pupils enjoyed it thoroughly, and felt that they had done something worth while. They will certainly never forget Comus. The value of it was appreciated by one of the teachers who said, "You have saved my life with that production of Comus. My pupils have never liked it and I have been in despair."

At another time incidents from the story of Rip Van Winkle were dramatized and the production proved so successful it was repeated for the school. Not many things in the English course should be dramatized but one such experience in each class in a year will act as leaven to a mass of rhetoric and grammar drill work. One of the most noticeable and important forces in all this work is the realization by the pupils that

there is real fun, their kind of fun, to be enjoyed in studying what their elders have decided to be the finest in literature. What they have enjoyed, they will hold in their minds and think of again and again. What they dislike, they will put out of their minds as soon as possible.

The crowded conditions in the Eastern High School, Detroit, pushed Miss Marsh and her English students down into a Janitor's supply room.[1] She used this opportunity to socialize the rich and poor, black and white, and the Jews and Gentiles which made up the membership of her class. Groups were organized and a remarkable spirit sprang up in their endeavor to transform the room and give it a real English atmosphere. The occasion was somewhat enlivened by a few spreads and a social hour, wherein the classes alternated in playing host. As a result of this cooperative work they organized literary societies where debates and discussions often displayed more heat than light. To vitalize the work, selections were dramatized, and "fliers in journalism" attempted with "local color" generously spread over the entire production. Social group work came in for its share here for the commercial students did the writing, letter designers produced artistic headlines, cartoonists with only microscopic gifts diligently

1. Marsh, Alice L. Socializing Influences in the Classroom, February 1916, English Journal - Vol. 5, page 89.

portrayed the Lady of the Lake and prepared posters for advertisement. Social pressure stimulated the delinquents and "our newspapers," says Miss Marsh, "were a fitting climax to the year's work and really demonstrated the growth in group spirit." Here is the opportunity to lay the foundations of good taste in the choice of dramatic amusement. Civics, because of the nature of the subject, lends itself to the socializing influence.very readily. Perhaps no subject has had so many failures and tradegies as civics, due no doubt to the large number of attempts and to wrong plans. The development of the teaching of civics from the formal to the socialized plan is interesting.[1] It is a patriotic subject and the love of Flag and Country has been the theme of song and sermon for centuries. While the Fathers were zealous in their attempts to impress the youth of the land with loyalty and devotion, it was a regrettable fact that the singing of national songs and the preaching to youth, failed to develop a sturdy citizenship. The passivity of the students was no indication that a great moral and patriotic regeneration was in process. After several centuries some sage arose and declared that "knowledge is power." In feverish haste they began to tell boys and girls about good citizenship. The busy

1. Kiernan, Frank - Development of Socialized Recitation Craftsman, September 1914, Vol. XXVI - page 627.

presses flew and ground out books by the thousands. "They seemed to feel that all opportunity for this knowledge will close when the student leaves school and the rest of his life will be through a howling intellectual desert, in which each one will be dependent for his supply of this "water of life" upon the amount which he has stored away in the reservoirs in his interior, like a camel." Good citizens failed to appear and they were amazed. At last a new vision came to them and the present attempt is to prepare good citizens by giving the student a part in the running of the school, and using the community as the laboratory for further experiments. At present we are in a dilemma for it is difficult to decide whether to take the pupil to the government or bring the government into the school for the students to experiment with upon themselves. Miss Nellie Hammond, of the Woburn High School was very successful in taking the students to the government. [1] She organized a school city, and after a thorough knowledge, of how to run a city, was secured, officers were nominated, elected and installed, with all the pomp and ceremony that the falseness of the occasion permitted. It was reported that the inaugural address of the young Mayor was a splendid piece of work and one which a bona-fide mayor need not have been ashamed of. The young mayor received an admiration and

1. Reported by Miss Lotta Clark per letter.

loyalty from his citizens which was enviable. While this experiment was a success, there have been hundreds of similar ones go on the rock. However when the government is brought into the school and the students participate in it, a wise leadership will insure success and prove highly beneficial as a socializing factor.

The excursion comes in for its share of consideration whenever any serious attempt is made to socialize classroom work. Realizing that a large per cent of students leave high school at the end of the first year, Miss Clark [1] determined to make this one year as profitable as possible. About a hundred good story books were placed at the disposal of the class, and they were allowed to read as much as they desired. Each week a liberal time was given to discussion of the reading and later in the year standard literature supplemented these. The composition work had a vocational aspect and all had a definite purpose from the boy's point of view. Everything of interest in the community was noted and made preparatory to the work which was to follow.

The greatest interest was in the coal wharves. Letters were written to the largest firms, asking permission to visit them. A group of fellows looked over the letters, selected

1. Reported by letter.

the best and mailed it. The others were used as a basis for discussion and improvement. A member of one of the large firms called in person and invited the class to visit upon the arrival of the next barge. The visit materialized a little later and the class returned with material sufficient to last a week. The whole process was reviewed from the ship to the bin, while an opportunity was given to visit the accompanying departments including the office. Letters of thanks were penned and the best mailed.

"There had been genuine enjoyment in the trip and the subsequent work. Scores of other places were suggested and groups were organized with one of the number as leader. Each group arranged outlines of what had been seen and then the trip was reviewed before the class. This gave expression in oral and written work and both improved noticeably. Perfect written English was the goal and it was frequently attained. The ideal of eliminating certain glaring mistakes from English was established and often it was accomplished - forceably. The process occasionally required a gap and a swallow in order to prevent a mistake from slipping out but improvement is near at hand under such pressure. Miss Clark says "when a boy takes himself in hand, he is a good way along on the right track." A total of eighteen different industries

were visited during the year. The boys had met fellows of their own age at work and had talked to them. They brought work from the world into the school and sent work back into the world, and as a result they had an intelligent idea of a boy's chance in it. Common instincts had been appealed to in this class and were found to be powerful allies."

Miss Mulrey tried a similar plan with her class of eighty pupils, after the formal methods were weighed in the balance and found wanting. "A saw-mill, steam engine, water system and an automobile furnished examples in arithmetic, and a basis for English work. As far as possible every suggestion of the boys was carried out, and it made a vigorous and lasting appeal. Their interest in the gymnasium was made an incentive for good work. They established a business standard which required every boy to be ready every day with every lesson when he came to school. That was "delivering the goods on time." With the cooperation of the other teachers and the development of the social group spirit, a definite social resource was secured for society which might easily have been a heavy liability.

During the last three summers Miss Clark has been giving courses in history methods and pageantry at the University of Wisconsin and at Boston University, with encouraging results. As a means of socializing and vitalizing history work,

it can hardly be excelled. When it reaches out in all its possibilities it becomes a tremendous socializing agency for the entire community. Louis N. Parker defines the pageant as "a festival of thanksgiving to Almighty God for the blessings of the past, the opportunities of the present, and the hope of the future." Mr. Langdon, the American pageant master says, "a pageant is the drama of a community in which the place becomes the hero and its history is a plot." Miss Clark speaks of the pageant as "the doing of one's local history." At least it is an attempt to give a big community history lesson.[1] If it is local history that is to be shown it uncovers ancient traditions, awakens old memories, and reviews step by step the historical progress of the community from frontier days and the stage to free delivery and the automobile. The old men dream dreams and the young men have visions, and all unite in a magnificent effort to make the event a festive occasion.

The most important socializing event of the history work in the Charlestown High School was the historic pageant which Miss Clark relates so vividly; [2] She says, "It brought back to life scenes of an Indian Camp in old Mishawum as the

1. Clark, Lotta A. - Pageants and Local History - November 1914, History Teacher's Magazine, Vol. 5, page 287.
2. Clark, Lotta A. - Charlestown Pageant - November 1914, History Teacher's Magazine, Vol 5, page 287.

Indians used to call it. There we saw Captain John Smith in the Court of King James, in England, showing a map of our coast which he had explored. We listen while little Prince Charles names our river for himself and expresses a hope that a town may grow up there and bear his name. We feel a pang of sadness when we realize that the gay little Prince becomes Charles I of England, and was beheaded. We never cared so much before.

"Next comes Governor Winthrop to the great house made ready for him by the Sprague brothers and their neighbors. We go in turn to the Dame School; we welcome John Harvard and listen while he repeats the covenant which makes him one of our townsmen; we hear the towncrier's bell and look on grimly while the sheriff places a man in the stocks for speaking against the magistrates; and we hush the little ones who laugh or jeer at the culprit whose offense means nothing to them yet. Paul Revere steals in and we are thrilled with excitement as he discovers the lanterns in the church-tower across the river; our hearts keep time to the clatter of hoofs as he rides away on the horse which Deacon Larkin had ready waiting for him. Then we live through Bunker Hill battle day in the house of one of its soldiers who came there to have his wounded arm bound up before going back to the Hill to resist the

third charge. Before he leaves them, he bids his aged mother and his brave little daughters to escape to safety across the Neck before the fire kindled by the British cannon reaches their home. There are tears in our eyes as we watch it all for this is not acting -- we are living through it all together.

But the days of rejoicing together as well are at hand. Washington comes to visit our town and we greet him in the garden of the Frothinghams whose services for their country during the Revolution he has come to acknowledge. Later we lay the corner-stone of the great monument with the impressive Masonic Ceremony, the sacred hymns, the reverable presence of Lafayette, and the immortal oration of Webster. We listen with delight while the words of our present day orator and poet praise those of our townsmen whose work has brought fame and credit to us all. We see our young sculptor unveil his massive bust of Morse, the electrician, whose birthplace is but a stone's throw away. Our Poet has administered us to take up the torch and bear it on bravely as we make the history for the future. We answer the call by showing the mothers among us gowned in the garbs of many nations and bearing in their arms the babies, the citizens of tomorrow. We show how we will guard them from disease and how cleanliness, good food, fresh air and

sunshine shall build for them the sturdy bodies they will need to do the work which is soon to be theirs.

Then the whole pageant passes in order before our enthroned Goddess of Liberty, all singing the hymns of patriotism which inspire resolutions for the future faith and services. And then it is gone, but its memory its lesson, will never be forgotten. The elders never tire of talking about it, and the youngsters act it out over and over again. Everyone feels that it has been worth while, and before many years some one will speak the irresistible thought: "Let's do it again!" and we will when our achievements show real progress since the last one.

The whole town had the experience of seeing it as history comes to life again. The pageant was the product of the united effort of the history pupils and talent and interest of all kinds in the niehgborhood. The Army in our midst furnished its great Armory; the United States Navy gave us of its splendid music; our poets, scholars, artists, and citizens of all classes and ages and religions contributed their best. The result was that our Governor and his Lady who came to the performance on Patriot's Day leaned over the railings of their box and enjoyed it from beginning to end, The profits amounted to several hundred dollars, nearly all of which were given to improve the health of

the babies, the little citizens among us. The history department of the school enlisted the interest of the community in teaching the lessons of its history in such a way that it felt proud to show it to the Chief Executive of the Commonwealth and all who witnessed it. We felt that we had proved the educational, patriotic and financial value of history teaching."

Undoubtedly the most brilliant and spectacular event in the history of the Dubuque High School, Iowa, was the school pageant and fete given a little over a year ago.[1] I quote Mr. Harris: "Certainly no school event ever elicited such enthusiastic and spontaneous expressions of approval. Not the least of the effects was the community and civic spirit awakened. The pageant of three hundred and the parade of eleven hundred pupils, all costumed, made a beautiful and inspiring spectacle as it wended its way down the street and won the enthusiastic applause of the thousands of spectators who lined the walks. At the Municipal Athletic Field, where the folk dances and drills of the grammar grades were given, the Shakespearian pageant and parade by the high school swept in a large circle around the field, affording the crowded stands a wonderful view, and elicited unqualified admiration. A large section of the grandstand was reserved for the children, and

1. Harris, Jas. H: - Dubuque Pageant and Fete - November 1916 School Board Journal, Vol. 53 - page 42.

when they took their seats a riot of colors was blended as in a massive bouquet of flowers. Much hard work, most careful planning and organization, considerable anxiety and not a little patience were required to bring the affair to a successful conclusion. All this was forgotten by the success which attended the efforts, and by the unanimous and enthusiastic receiption which it met at the hands of the public."

PART II

EXTRA-CLASSROOM ACTIVITIES

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CHAPTER V

STUDENT SELF-GOVERNMENT

In all extra-classroom activities the center of gravity is entirely changed, at least it is found centered in the student rather than in the faculty or the school. Withdrawing initiation does not mean the withdrawal of supervision, in fact increased vigilance is necessary. Student government means getting them to do for you what you would like to require them to do, and for themselves what it sometimes required you to do. It is "capturing the young scamps in their scampering," and it is sometimes a merry pace they set for us. If we can't keep up we must somehow hang on as character and not scholarship is now in the balance. If the object of the public school is to improve the human race physically, develop it mentally, and strengthen it socially and morally, [1] then it becomes necessary to give exercise in

1. Potter, Milton C. - Social Organization in the High School - National Education Association Proceedings 1912. page 181.

each of these fields of activity in a free and spontaneous way. Men and women everywhere are seeking social service work, and even martyrdom, as shown by the hundreds who annually enter slum work, social settlement, playground, and every other type of public and private social service activity. Why do they not crowd into the leadership work as offered in the modern high school? It is not necessarily the salary for many service activities require a far greater financial sacrifice. Whatever the cause or your answer, the time will come when the "care for the interest of the young, growing, well-folks will be as attractive as the office of Doctor or Nurse," [1] when prevention will bring more joy than reclamation or cure.

When we realize that high school students are educational raw material to be tested and assorted, their social activities become a laboratory where the acid test of character can be most thoroughly applied. Here an ounce of experience will be worth a pound of moral persuasion. A most significant opportunity for getting first-hand and effective training in citizenship is to be found in the various forms of student-government which are being tried at this time. It is not a new idea, but it is democratic, and under proper

1. Bentley, Rufus, C.: Extra-Classroom Activities - National Education Association Proceedings, 1911, page 581.

cultivation it will produce dependable leaders and good followers. The number and variety of plans in use is only characteristic of the spirit of our educational ideal and privileges of trying anything once. "Many of these tries spell tragedy not because the plan was wrong but because the "vigilance committee failed at their vigils."

Objections are always raised to any and every plan which is a change from the old to the new. Mr. Richard Welling, Chairman of the School Citizen's Committee of New York, has evidently collected all the objections that could possibly be brought against student government. [1] Mr. Welling sees through these and far beyond into the silver lining of this cloud of "it can't be done." It has been said that self-government in school calls for a mental development that students do not possess; that students, when invested in power, become arrogant; that the supervision, necessary, makes mere puppets of the students; that the machinery is so elaborate that the purpose is destroyed; that the energy expended is not worth while; that pupil cooperation is simply for show, it cannot take care of the serious cases; that the pupils of our day are more in need of respect for authority than the exercise of it; that it destroys the principal's and teacher's influence; that the activities of

1. Welling, Richard - Self-Government as Training for Citizenship- National Education Association Proceedings 1911, page 1005.

self-government are mere play as they realize that the Principal constitutes the real governing body; that the students are orderly, polite and considerate, and do not need legislatures, courts, police etc; that there are so many other and more desirable ways of improving the schools that they should hesitate to adopt this; and finally that it takes too much time. Such an arraignment would ordinarily leave little faith in the undertaking, but because plans have failed and will continue to fail, and because fear overrules faith, that is no reason why it should be condemned, or blind us to its undeniable merits. "To be aware of risks and to appreciate them in full is a sign of wisdom and a stimulus to true courage. To have fear and see no outcome, to be chronically afraid, expresses the depth of defeat. To be so cautious as to be afraid to stir or to take risks for worthy ends is a conservative attitude governed by a subconscious fear." [1] A few genuinely successful experiments turns the "evening sunset's blue to gold."

A splendid example of the efficiency of student government was related, to the writer, recently. Cases for discipline were referred to the government committee who reviewed the evidence and passed judgment upon the offender. Previous and near to the

1. Scott, Colin - Social Education - pages 224-285

mid-year graduation a somewhat popular fellow decided to test the power of the student committee, and deliberately planned to bring himself before them, in order to "show them up." In due course of time his offense came up for consideration before the Committee and he was summoned before them for an explanation. With a bravado and somewhat haughty spirit he came in and sneeringly confessed to the act and challenged their authority, at the same time ridiculing the committee and jeering at their assumed position. The result was a verdict of suspension which received the approval of the Principal. He appealed in person to the Principal, Superintendent and Board of Education but with a spirit of decreasing haughtiness as he proceeded. It was all to no avail, and it began to dawn upon the young man that he had committed a serious offense and unless he could be reinstated, it meant failure to graduate. Reappearing before the authorities, with the request for reinstatement, he was referred from the Board to the Superintendent, from there to the Principal, and the latter named one condition, that being that he secure the recommendation of the student committee. This was a bitter punishment to the young man and it hurt his pride, but he rose to the occasion and in all humility and respectfulness he reappeared before the committee and pleaded

his cause, apologizing for his attitude, and assuring them that he was sorry for his conduct and asked for a recommendation of reinstatement, and then occurred a scene which tries all souls and softens all hearts, as the chairman of the committee extended the right hand of fellowship and the assurance of forgiveness. Great you say? Yes, even wonderful. It was worth a hundred failures. It is worth trying again.

In an eastern city, not so long ago, it was decided to place the high school on a self-governing basis, and on the following morning all teachers were withdrawn from the study room. A temporary organization was formed after the problem had been placed squarely before the students. A chaotic condition resulted for some time, but the storm was weathered, and when they realized that disturbances must be handled as they were in actual life, they rose to the conditions and trouble ceased. An invaluable lesson had been learned, and a forward step made in social self-government.[1]

In the Los Angeles High School for girls there is a group of girls known as the self-government committee.[2] This

1. Lewis, W.D. - Democracy's High School - page 16.
2. Dorsey, Susan, B - Self-Government Committee - National Education Association Proceedings 1913 - page 496.

committee has full charge of the discipline in all places except the recitation room. All offenses are tried before them and they prescribe the punishment. There is always the appeal to the Principal but it is seldom used and less frequently is the decision of the committee revoked. These girls as well as many others perform a very valuable service in first aid or as ushers. Each day some girl, selected from the older classes, is made assistant to the Vice-Principal. She is general helper, showing visitors about, collecting records, summons students to the office, and does much of the clerical work for that day. "This day at headquarters," says Miss Dorsey, "gives a liberal education in the real meaning of school life and work. Each girl thereafter has a slightly different attitude toward the school administration, can be counted on to measure up a little more nearly to the full stature of a right-minded school girl."

Eugene, Oregon started their student government work last year and Principal F. A. Scofield writes concerning the plan of organization, and comments on the success of it. [1] He says, "The plan for student government is not yet complete and the first idea is rather to give the students some more responsibility rather than too much freedom. This may come later but

1. Reported by letter.

for the present it does not seem wise to offer too much. This school is organized into Roll Rooms and this is where the first beginning is made. Each teacher in charge of her first period class which is known as her roll room group organizes her room. Each room has a president, secretary, two guides and two commissioners. The different rooms have different methods of doing things, but in general all student body announcements are handled by these officers and all special activities in the room are taken in charge by this group. The student council is composed of the presidents of the different rooms, the student body president, and henceforth the members of the executive committee of the Junior Chamber of Commerce. This group meets at the call of the Principal of its members and discusses questions of general student interest. One question discussed last year was "smoking on the athletic teams."

Each room has a boy and girl guide who serve as assistants in collecting attendance slips and have a station in the hall known as the Information Bureau. They direct visitors over the building and run errands during the two periods per week they are on duty. It is their business to collect the attendance slips from each room each period and check them over with the office list of absentees and make a report of students absent from different sections. Often times they look these students up and assist

in other ways in the routine work of the office. Two guides are on duty each period of the day so this necessitates quite a complete system of schedules but they work out their program themselves after they have been given a few general directions and instructions. This feature is very useful to the office and helpful to the students in that they acquire a thorough knowledge of the working conditions of the school, know the different pupils, different rooms and the schedules, besides being responsible for the part of the machinery of the school government. The Commissioners attend to the attendance in the roll rooms the first period in the day which they gather and take to the office at once. In addition to the student body council there is a special committee who works on the problem of school discipline and thievery.

The Junior Chamber of Commerce is just now being started. It consists of about a dozen groups organized under bureaus. The students enroll in various groups in which they are interested, and their main work is done there, such as the Literary Club, German Club and others. The presidents of these groups form an executive committee. Once a month all members meet in a general assembly for the discussion of civic problems and a general program is arranged. While we have not yet had such a program, we have these arranged for nearly the entire

school year. Outside speakers will address the assembly in addition to the prepared program by the students and extemporaneous speaking from the floor. Just how this will turn out we are not quite sure, but we believe it has many possibilities and so far half the students are enrolled in some of these organizations."

The twenty-two hundred students and teachers of the Manual Arts High School, of Los Angeles, are organized into a most efficient society, called the Student Body Organization.[1] Its one great purpose is to do, at all times it can, and in all the ways it can, all the good it can, for Manual Arts. Each semester the student body with a rousing campaign speeches and amid great enthusiasm and excitement elects its seven officers by popular vote. The end of every school term is a time of intense excitement. No great political campaign ever saw greater rivalry. Ambitious student, for months, have been planning for these last two weeks. They have organized their workers and figured on every possible emergency which might arise. This is the time of the student body election. Every member of the school takes an interest in each candidate. His qualifications are debated so critically that it is a sad day for the fellow who has not lived up to the high standard which

1. Reported, by letter and student publication, "The Life of Manual Arts," and quoted here.

the student body has set for those who shall hold office. After the nomination speeches, which are interesting and entertaining as well as good training, the students vote by ballot in their respective classrooms. Experience has shown that the average student is a good clean citizen, for very rarely is the wrong boy or girl chosen for office. He is subject to recall at any time. He is given an opportunity to address the members of the organization in the assembly and through the school paper, in his own defense before such election is held. The presidency of the Student Body is the big office of the school. Every Freshman with a spark of ambition dreams of the day when he might have a retiring president hand over to him the gavel of office. This is no small ambition, for the president takes upon himself a real responsibility which he must prove himself worthy of, beside standing high in his scholarship.

"The Council, a great democratic legislative body, composed of all the classroom presidents, is probably the most important organization within the Student Body. At least once a week a meeting is held and important questions concerning school are debated and decided. Here plans are made and laws enacted, the constitution amended, policy changed or the nature of certain assemblies determined. On these measures at any time

the Council may ask the advice of the Student Body or the Student Body may call for a referendum vote on any measure which the Council has passed. Manual Arts has real self-government. Each student is expected to so conduct himself that no control from the outside is necessary. Of course among so many there are some who will not willingly obey the rules necessary for the welfare of all, and in order to prevent them from doing things which would cast reflections on the whole student body, the Self-government Organization enforce the proper attitude and will of the majority and such rules as are necessary. They also have charge of tardiness. Each organization of the boys and girls has a real court of its own where offenders who plead "not guilty" are tried. A jury composed of students renders the decision, and each case is given a square deal. The court is not to convict but to correct, if possible the attitude of the student who breaks the rules laid down by the Student Body and Principal. As long as students do not look upon the self-government committeemen as policemen but are made to remember that self-government means the government of one's own self and that the committeemen are elected to look after those who have no control of themselves, self-government will be a success.

One of the most lasting impressions received at the Washington Junior High School of Rochester N.Y. is the spirit

of cooperation between faculty and students.[1] Those who have watched and seen the development of student government step by step, are still in wonder at the success which has accompanied the experiment. Everlasting diligence has been the price of success. The unit of self-government is the home-room section of an average of thirty students. Each room is thoroughly organized. The president is recognized as the class leader and teacher's representative in her absence. He is seated at her desk and conducts the class work as planned by the teacher. Visitors have happened into such rooms upon these occasions and seated themselves, thinking that the teacher was present. The secretary, besides his ordinary duties, is the medium of communication between the home-room teachers and the office and takes charge of report cards. The treasurer also assumes charge of deposits made by class members in the school savings bank. Class guides lead the class in corridors, in fire drills and to school assemblies. Class ushers receive visitors, escort them from class to class, answer questions as to class work, and in general extend the courtesies of the class. The attendance secretaries have initiated contests for perfect attendance and punctuality championship, which have been genuine contributions.

1. Glass J.M. - Student Participation in School Control. This article was sent to me and is a quotation.

The home-room sections are federated into a School Community upon the pattern of states and federal government. It furnishes concrete direct applications in the study of civics. The Luncheon committee has charge of between one hundred and two hundred fifty students remaining for lunch. The Bicycle committee receives the wheels at the bicycle room and at dismissals return the wheels to their owners. Office messengers carry urgent notices to the faculty when such notices cannot be handled through the mail system or bulletins. The School Community Deputies maintain order and discipline at the school entrance and upon the school grounds. Here was a critical test of student control, but it is today an indispensible feature. The Safety First committee has general oversight over all conditions in the buildings and on the school grounds which may menace general safety, report upon fire hazards, unsanitary conditions and assist in the proper care of school property.

Once a term, reports of work undertaken and accomplished are made in school assembly by the chairman of the groups of officers and committee, It would be difficult to overestimate the inspiration which has resulted from these reports. Buttons have been adopted as the insignia of office. These are worn with the same degree of pride as are the insignia of office which occasionally come to you or me. Self-government has developed a keener

sense of responsibility and creates conditions favorable to the growth of self-control. It has constructed the internal, invisible, but vital school. It has created a school atmosphere of co-operation. It is practicable and useful. It is good citizenship, not merely training for good citizenship. No teacher does police duty in the corridors, at the exits, or upon the school grounds. They are there only to study the situation for the sake of improvement and assistance. There is a degree of order and decorum in the classrooms, hallways, assemblies, at dismissals, and during the lunch hour of which we are justly proud. The businesslike earnestness characterizing student participation in school control is reflected in a similar attitude of mind in all features of school work. Many a troublesome disciplinary case has been transformed into a trustworthy and helpful student officer. There is a deep-seated confidence on the part of faculty and students in the plan."

The best kind of discipline is that which is least seen, and that which is least exercised. It is least felt when you are able to get the students to rule themselves. From the standpoint of the administrator it is not self-government which so interests him, but rather self-control. Police regulations will never generate self-control in adolescents. The reins of government must be placed in the student's hands

even if they "rock the boat" to the point of capsizing. It may take a little life-saving work but "to succeed here," says Colin Scott, "even as a follower, is an honor, to lead is a triumph."

CHAPTER VI

ORGANIZED ATHLETICS

Joseph Lee tells us that, "play is not only proper but necessary. Every individual is endowed with the love of play, and what nature has taken care to give, we may not safely disregard." Many have tried to disregard it and have endured its manifestations in a spirit of toleration or as a necessary evil. To some, this love of play, when it has taken the form of athletics for high school students, has been looked upon as a positive curse to be eliminated. Others have recognized this instinct as an ally, and an influence, counter to injurious and dangerous tendencies, which may be made uplifting and wholesome.[1] Competitive sports date back to primitive conditions, when personal encounter determined leadership. As civilization advanced physical supremacy became less necessary but none the less exciting and stimulating. The contests have taken numerous and sometimes trivial forms. Impromptu boxing or wrestling matches are not uncommon today, and the chase or foot race is a popular event on the village green. Seldom is an opportunity avoided of sizing themselves up with others, and

1. Stearns, A.E. - Athletics and the School-February 1914, Atlantic, Vol. CXIII, page 148

a man soon recognizes his master. These events are pastimes which scatter conceit at every encounter, and sometimes turns the bully into a decent citizen. It is claimed that the idea of "best man" had its inception at the time when he was more necessary at the wedding ceremony than he is today. When wives were not so plentiful and suitors were more intent, the best man became a necessity as a muscular backer, while the bridegroom was in the act of capturing a wife and carrying her into captivity. [1]

Character is here at stake and in a very vital way. The athletic field becomes a laboratory where honor rises or perishes, and where one acts as he really is. Virtue or vice takes hold of the mind and heart and the final analysis of character reveals merit or worthlessness. [2] "Here are taught and developed self-control and self-surrender, alertness of mind and body, courage and restraint and self-denial. The meaning of democracy is driven home with compelling force at the psychological moment," [3] and the lessons of right and wrong clinched by immediate application.

1. Sargent, H.A. - Athletics: Competitive and Cultural, National Education Association Proceedings 1910, page 223.
2. Hicks, C.S. - Moral Effects of Athletics - National Education Proceedings 1912 - page 1146.
3. Stearns, A.E. - Athletics and the School, February 1914, Atlantic, Vol. CXIII, page 148.

For decades administrators have been struggling for the public recognition of athletics. In our haste and enthusiasm to make a showing, many evils have crept in, and at the present time very just criticisms have been made. The plan used has lacked comprehensiveness. The policy has been the survival of the fittest and as a result only about five per cent of the students receive ninety per cent of the attention and supervision. Gate receipts and popular interest has determined the major sports. The physically fit receive the training and devotion while those who need it most remain unfit and untried. The typical American athletic event shows tens in the contest and tens of hundreds in the stands. The only opportunity the grandstand players have of stretching their legs is when the heat of the contest brings them to their feet. While such setting up exercises are good, they are hardly conducive to making robust men or records. Any plan which will somewhat reverse conditions will be heartily received.

The Playground Recreation Association of America has recognized the need of the high schools and has endeavored to meet a universal need by providing some minimal essentials for all students. They have selected certain events which require a certain degree of proficiency to perform, and which are universal in their application. They have provided efficiency badges as a

reward to all those who successfully perform the tests. It is not presumed that the variety of exercises is sufficient to supply the cravings of all high school students, nor do they attempt to meet the entire needs of any local community, but it can be positively said that they are all things which every normal individual should be able to do, they do afford a basis for individual and school competition and comparison, and they are so simple and practical that any and every community can adopt them. Certainly it would not be requiring too much to make the successful badge test standard a requisite for graduation. Every community has ample facilities for, and every climate offers opportunity for a variety of outdoor sport such that the school would be justified in requiring each student to select some form of exercise, in season, and devote at least two hours per week to it. Such a plan requires little supervision, and less equipment, but it does look toward the physical fitness of our young people. [1]

Mr. Gordon, who is master of St. Paul's school, advocates local club competition, as a basis of enlisting more students. He compares us with Germany and England in athletics,

1. See - Athletic Badge Test for Boys, Playground Recreation Association of America, Bulletin #105; also Athletic Badge Test for Girls, Bulletin #121.

and gives us an idea of the work he is doing with his clubs. He says,[1] "We talk athletics but ours is too much grandstand and too little participation in games. In Germany at the annual Turn Festival at Frankfort, twenty-thousand active athletes are on the field and there is no grandstand. These men love the sport and they exercise for that reason. England is an athletic nation, when the masses play Cricket or Football the year round and the women walk miles for love of it. We never will become athletic under our present system. When our schools get all of the boys and girls playing and competing then we will have hope for the future. To secure this ample playgrounds and gymnasiums must be provided and a diversified system of games the year round presented so that it will attract all boys naturally. Under such a plan the nation would become athletic and we should see a moral and social improvement in the nation at large. In St. Pauls the Club system has embraced every branch of athletics. Virtually every boy of the three hundred and fifty is playing something throughout the year. There are twenty-one regularly organized football teams each playing a series of three matches. There are many club hockey teams. There are ten eight-oared crews and six four-oared crews rowing from January to June and about one hundred boys training for the various club track teams. Forty

1. Gordon, M.K.: Reform of School Athletics - January 1910, Century, Vol. LXXIX, page 469.

tennis courts, as fine as any in the country, a golf links, lakes and streams for canoeing and swimming and an ample gymnasium, meet our athletic needs."

One of the most practical and wholehearted plans to interest everybody was that instituted at Andover a few years ago. Mr. Case has so vividly related the history of the experiment that I quote him. He says, [1] "At Andover, Massachusetts, there is an Academy pretty nearly as old as the goernment itself, where on the walls in the Principal's office hangs a letter of George Washington's committing two of his nephews to the care of the Master then in charge. This old school with an enrollment now of over five hundred students has worked its way along over a hard and stony path for nearly a century and a quarter, solving its own problems in its own time.

"Out-of-door sports at Andover are made compulsory and when the play hour begins there are from two hundred fifty to five hundred boys in playing togs, cheer leaders, rooters, and class officers included. Everybody gets out. Football, baseball, track, soccer and cross-country running are taught by the same men, who lecture and hear recitations. The professional coach is gone,' the position abolished. The training table has gone to. Each boy has to learn what he can eat with safety and what is injurious to him.

1. Case, H.J. - How Andover Solved the Athletic Problem - May 1913 Outing, Vol. LXII, page 231.

At Andover one of the faculty coaches uses a primer. The boys are taught and quizzed from it in the same manner as they are in Algebra and Latin. The idea is new and different but it has come to stay. It is one of the most democratic ever put into effect. "Grinds" rich boys, poor boys, lazy boys, society leaders, and "drifters" all come down to the level of the chalk line where brains are made to count as well as bone and muscle. More than one "find" has come up from the rut and more than one "star" pulled down in his ascendency. The idea of "getting everybody out" at this school had its inception in football practice, but the elimination of the professional coach is credited to the baseball squad. Previous to 1902 Andover passed through its athletic season much as did other schools, about ten per cent of its boys taking part. Dormitory and House rivalry started scrub games in 1902 and Dr. Page, the school physician and physical hygiene instructor, capitalized this by organizing various scrub teams and calling them the "Gauls" - "Saxons" - "Romans" etc. They met in spasmodic conflicts on Saturdays. In 1907 Mr. Lillard came into the faculty as instructor in English. Having been a Dartmouth player he was asked by the boys to take charge of their squad. In co-operation with the Principal Andover won from their rival, Exeter, that fall and confidence was gained in the faculty coach idea and the faculty accordingly rose a peg higher in the students estimation. The Gauls and Saxons had produced a school

quarterback and the "scrubs" were correspondingly elated.

Mr. Lillard then took a year's leave of absence and went to Oxford and there influenced by the wholesome and democratic spirit of the play life of England, seeing the hundreds out on the field enjoying themselves, the absences of coaches from the side-lines and the influence of the Captain in directing the play, he thought of the crowded grandstands at home the cheering, the singing and the bands. Where hundreds in England were playing he saw only tens at home. So he returned to Andover filled with the desire to get more into the game. Plans were made and presented to the students. Quite naturally enough such proposed changes did not meet with instant approval, but eventually it was decided to give it a trial. Dr. Page made careful examination of the men and then each fellow was asked to select one or more out-of-door sports on a schedule of so many hours per week, advising the boy to take this or that kind of sport according to his physical condition. After classification lists were turned over to the faculty coaches who made up their schedules and placed the students for work in squads on the track, in football, tennis, soccer, baseball and cross-country running. In football they had four squads of fifty each on the fields each day with three teams and substitutes in each squad. A maximum of twelve teams were playing matched games each Wednesday and Saturday.

The work in all lines of sport was mapped out a week in

advance. Mr. Lillard wrote a Primer and each boy was given one and drilled in this instruction. After each practice game was started the testing of the teams was left in the hands of the Captain. The practice hour came from 2:00 to 3:30 each day, returning for school work from 4:00 to 6:00 P.M. The boys are better for the new system and disciplinary measures have been cut down materially."

Whatever may be the plan accepted in the individual school, when we compare the above plans with the general conditions existing in almost every school it is difficult to keep from shouting Eureka! Eureka! and you covet the opportunity which the high schools offer, to do that kind of work. After a brief recapitulation of existing conditions, it is proposed to suggest some ideals to be encouraged, and propose a working plan for athletics in high school.

The evils as they now exist:-

1. Only a small number participate.
2. Those who do often overexert themselves.
3. Coaches are too often not permanent members of the faculty.
4. Their success depends on the number of games won.
5. There is a tendency to over specialization.
6. This means coached to the limit of the rules and often beyond the spirit.
7. Inducements are offered athletes to enter.

8. Championship is placed ahead of development.

9. There is bad organization due to too much student control.

10. There is a loss in material and money by trusting undeveloped minds.

11. Too keen rivalry between schools.

12. Must resort to gate receipts to make athletics pay.

13. Scholarship is jeopardized.

SOME OF THE IDEALS TO BE ENCOURAGED

1. The direct management should be under the control of the faculty. It has been proven many times that athletics can't and won't run itself.

2. Our plans should be extensive. This can't be done by developing ten per cent of the students.

3. There should be loyalty to school ideals. There should be some ideals established for each year. Fair play, clean sport, and others should be cherished

4. Courtesy to opponents. The "rooters" should adopt this policy. Their comfort may well be bought with your sacrifices.

5. Consider your opponents as your guests. Entertain them in your home. Plan a get-together party after the game.

6. Self control during and after the game. Toleration and moderation in speech and act. When you are struck, be sure to ring true. A soft answer will turn away wrath.

7. Have the faculty coach and eliminate the professional coach. Select him for his leadership and not his driversship. Let his success be in winning boys and not games.

8. Make good citizenship as well as scholarship a prime requisite for participation. This means attitude, spirit of cooperation, ambition, industry and morals.

9. Require a thorough physical examination. Thus we can promote health, prevent overstrain, and cure physical defects.

10. Make athletics compulsory. The right kind means no excuses. Physically fit and "everybody out" to be the slogan.

11. Place development ahead of championship. This means more efficiency and less notoriety.

12. Absence entirely of gate receipts. When athletics must pay, the team must win.

13. Support athletics and physical education by public funds.

Recognition and support is preferable to neglect and its consequences.

A WORKING PLAN FOR HIGH SCHOOL ATHLETICS

1. Secure a physical director.
   Capable of doing corrective work, conduct first aid, and coach athletics.

2. Provide an athletic field and gymnasium.
   Get this as close to the school as possible.

3. Make athletics and gymnastics compulsory.
   This will have a good moral effect.

4. Make it a definite part of the curriculum and program. Plan for it and provide for it.

5. Provide adequate medical and physical examination.
   A penny in prevention here will save a dollar's worth of cure later on.

6. Make it possible for all to be a member of some team. The club or weight plan secures this.

7. Cut down the privileges of the first team.
   Limit the number of games - amount of equipment - and time on the field.

8. Take the emphasis off the large game.
   Some suggest eliminating spectators.

9. Definitely plan to financially support athletics. Then play for the sport and not necessarily the championship.

10. Make many awards.
    Base them upon personal achievement.

11. Provide plenty of equipment.
    Pools, gymnasiums and fields.

12. Promote faculty control and student leadership.
    The school must guarantee the square deal.

13. Require mental gymnastics inside as well as physical fitness outside.

Note: The existing evils - ideals - and working plans were collected from lectures in "Practical Conduct of Playgrounds" - conducted by Jay B. Nash, Assistant Superintendent of Recreation, Oakland, California.

CHAPTER VII

ORGANIZED DEBATING

The adolescent period is a debatable one so far as knowing what is the most effecient training for the time. It is a period in which response is easily secured, when the individual is most susceptible to influence, and when the human clay can be most easily molded and fashioned under the hand of the artist. Opinions, at this time, are formed and reformed daily, arguments spring up with amazing rapidity and fall as readily, with heat instead of light as the chief characteristic. The idea of debating rests upon the fundamental instincts of expression and the spirit of encounter. It has its practical application in every business transaction or decision in court. Debating, arguing, or the exchange of opinions becomes the most valuable form of expression and the most natural when it is realized that seldom does a conversation ensue which does not possess it in some form. All leadership, whether physical, mental, social or moral, depends upon the power of one to convince another of his superiority. If it is debating it is a measurement of minds, and the contest is just as keen and the maneuvering just as skillful as in any physical combat. The satisfaction derived from such a mental contest or exercise far

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surpasses any other form of contest. The success of the encounter depends largely upon the forces which can be marshaled in support of the argument given, and the ring of sincerity which accompanies it, as well as the influence of the personality back of it. Major Nance, Head of the Department of Military, in the University of California, in speaking of the qualities of an officer said,"He must know and show that he knows, if he is to generate confidence in his men. It is a splendid thing to know and to know that you know; it is fatal when you don't know, and don't know that you don't know." This applies equally well in debating.

When we think of the adolescent's craving for leadership, we must realize how often, daily, he is called upon to champion his own ideas, convictions, and beliefs. He seldom leaves his guns even though the body of his arguments have been riddled by the attack of the enemy. He is not content to defend, he frequently takes up the advance and fearlessly attempts to force others to capitulate. Too often he is like a raw recruit, whose wisdom needs tempering, and whose zeal, impetuosity, and haste, show immature judgment and faulty inferences. He needs to be trained and disciplined. In debating "he is too eager, and needs to learn the value of discussion for the purpose of enlarging knowledge and clearing vision, thus often making debate unnecessary"[1]

1. Stone, A. Monroe,- Student Debating Activities - in, The Modern High School, by C.H.Johnston, page 463

Many of the high school debates are anti-social in their tendencies, and develop qualities which are contrary to good morals and totally opposed to actual conditions met in life. It is not at all uncommon to find a student debating against his own convictions, thus injuring himself and deliberately attempting to establish his ideas in the minds of his audience and the judges. No individual can long maintain his own personality and integrity who follows such a practice, and he will soon lose his prestige in the community when such an attitude is discovered. The school has often been guilty of further offense when the spirit of winning has so modified its good judgment that the debaters have only become the mouth-pieces of the faculty advisers and coaches. In this case all originality has been stamped out and the language and form of the debate has been put into the hands of the debaters. While these are very undesirable features, they are not insurmountable when the real purpose of debating is understood, and a real desire to realize that purpose takes possession of the school and advisers.

Debating as it exists today is either intra-school or inter-school. If either is to be an activity countenanced and encouraged by the school, and if student activities have the educational possibilities which many believe they possess, then the program should arrange a regular time for meetings of this nature. It would not be opposed to present day spirit to

allow credit for conscientious and regular participation in such activities. Any activity increases in its social influence as its benefits are extended and the intra-school debating work seems to offer the greatest opportunity to the largest number of students. Too often intra-school debating is only superficial and used as an elimination process, in order to select the representatives for inter-school debates. To be sure this is better than having the faculty select them but both are in a sense unsocial and undemocratic. In intra-school work debating squads may be organized throughout the school or several non-coeducative debating societies. The size of these squads would necessarily have to be limited in order that there might be sufficient advisers for them. The membership in these should be voluntary but all encouraged to become an active participator in one. Instead of the faculty selecting the question, giving it form and arbitrarily assigning the debaters, the plan here in mind would leave the matter of the question in the hands of the squad, both to propose and formulate. Let the interests of the students suggest the problem for discussion. The most democratic plan would be to ask each member of each squad to submit a problem which he thinks would be of vital interest to other members. From these it would be a simple matter to select a few for investigation, and one for discussion at the next meeting. At this time the various solutions may be given, and if the discussion failed to propose a

solution which was quite universally acceptable, then this problem would be a legitimate one for further debate. A natural division in opinion, supported by honest convictions, is here established and the matter of selecting speakers may be left entirely to the squad. At the time of formal debate, the decision may be left to other members of the squad, and make a two-thirds majority necessary to win. If the debate is considered of unusual merit it may be presented to the entire school, some literary club, or civic league and let the decision be given by the vote of every member present or by a large committee selected by the governing body. Such a plan with weekly meetings will afford abundant opportunity for development, and such an organization will make the participation of a large number possible while inter-squad debates will create keen competition and generate healthy enthusiasm. When the audience gives the decision, it puts a punch into the argument, and gives a touch of reality which is not altogether present in the ordinary high school debate.

In inter-school debates, much of the democracy found in the squads may be maintained, and many of the prevailing ills eliminated. In proposing questions for debate between schools each squad might propose a problem to be submitted for discussion. A list of these might be returned to the squads with the request that they select three or five of the most desirable ones and then request that they rank the final three or five in the order of their

importance. With this list as a basis the faculty is in a position to submit questions knowing that it has the support of the entire school back of them. Interest will be keen as negotiations progress and a good spirit will be accumulating which is so all-essential to the successful promulgation of any plan. As soon as the question has been decided, it may be sent to the squads who begin investigation and discussion at once. Squad pride will develop in the attempts to secure representation on the team, and inasmuch as the side the school is to take is as yet unknown, at least to the squads, investigation will proceed along broad lines, the integrity of the debater is preserved, and the whole school becomes a unit in its efforts to prepare for the event. The selection of the side of the question should be left to the latest possible moment, and, if conditions will warrant, it may be left until the day of the debate. This would necessitate the school having two teams or having the one team prepared to debate either side. The former would seem to be more preferable.

In case of the triangular debate Mr. Stowe suggests a somewhat radical plan of having both home teams debate away from home, thus "doing away with the intense partisanship which sometimes mars debates, as well as to take advantage of the inter-school debate as a means for training students socially." [1] The social

1. Stowe, A. Monroe - Student Debating Activities - in The Modern High School - by C. H. Johnston, page 477

opportunity comes to the home school in acting as host to the representatives of the other two schools. Every courtesy should be extended to them to make their visit as pleasant as possible. A social hour planned to follow the debate will do much to cool the sting of defeat or increase the charm of victory. It is the home-school's chance to show its colors, and show itself to be a good sport and a mayhaps good loser. It sends the visitors home feeling that defeat from such a foe is no disgrace, or that victory was gained from a worthy adversary. Such a reception establishes the finest kind of relationship between schools and promotes a social solidarity between them which lasts for years.

In all of these triangular debates, in order to obviate the added expense of judges, it has been proposed that local men, or high school students act in this capacity. In the latter these judges are to be supplemented by a committee of citizens who are to judge in public speaking or presentation. When the judges are all citizens, and in this particular kind of debate, it is well for the judges to give individual rankings based on grades given in argument, presentation, and personal appearance.

The plans suggested here for high school debating may be far-fetched in some ways, and impracticable in others, but it may have a grain of truth in it, and if so it has life; if it has life it has possibilities. Modifications of the plan may be made to suit local conditions or as experience shows them to be

necessary. It will preserve individual integrity, and ring true if subjected to the rigid scrutiny of present day ideals. It is democratic because representation and participation has been extended, and student initiative has been preserved. [1]

1. The writer is indebted and grateful to Mr. A. Monroe Stowe, for his suggestions, and the inspiration received from his article on "Student Debating Activites" in The Modern High School - by C. H. Johnston.

CHAPTER VIII

HIGH SCHOOL JOURNALISM

Journalism in its broadest sense means getting news, reading news, writing news, and printing news. The function of journalism in high school is to give business training, disseminate school spirit, reveal student opinion, encourage student activities, and promote school enterprizes. When properly conducted it will react on both students and school. Its possibilities are so great that it deserves a place and recognition in the social administration of any high school. The successful promotion of a school paper or annual is a business course in itself. It requires more than mediocrity in business acumen as is evidenced by the fatalities which mark the highway of past progress. There is a responsibility to be met each day or week, in the recurring obligations to the subscribers and advertisers. [1] Someone has said that you never know the public until you serve it. Satisfaction is the keynote to the financial success of the venture. Each issue becomes a challenge to the finest ability of the manager, as he meets his recurring obligations to the printer. New business is a daily challenge to the push, and the perseverance of the manager.

1. Abbott, Allan - High School Journalism, December 1910, School Review, Vol. XVIII, page 657.

It stands waiting to be captured. It seldom gives up without a struggle, and will not stay without fair treatment. Sometimes it goes for the sake of charity, or just because it is a good fellow, but it seldom sticks, and if it does, it remains reluctantly. New business of that kind is poor business and keeps reminding one of the fact that it came across instead of being put across.

Perhaps the most important function of the school paper is to reveal and reflect student opinion. The editorial column gives students a chance to air opinions, and offer criticisms. Suggestions creep in and pert paragraphs point the direction of the wind. Here occasionally is found a hint which is well to follow or a plea which is worthy of support. In another column is found the choice productions of the literary celebrities, the near and would-be writers. Some of these show sparks of thought and a young talent struggling for light. It is a pardonable pride which encompasses the author as she tremblingly awaits the reception of her master piece. On another page may be found the jokes and near-jokes, bits of humor, at least twice-told tales. Sometimes they are old wine in new bottles having the same general result. At times they are so touched up with local color that they almost seem original, but they show effort and a few incisive cuts of criticism by the student public often work a

marvelous change in the nature of the puns. Then the athletic page, perhaps the most popular of all, stands out in conspicuous headlines and reveals the ability and the punch of the editor. He is in the spot light of opportunity, both in making good, personally, and in shaping athletic sentiment. Here we find evidence of the school artist and the cartoonist of more or less ability giving the players a chance to see themselves as others saw them. Society and clubs come in for their due share of attention and sometimes there is quite a comprehensive idea of past social functions and entertainments.

This somewhat gives the idea of the average high school paper. This has been something of a joke and the paper is likely to be. It is a plaything [1] oftentimes and a very expensive one when all the consequences are considered. What it is or has been may or may not be indicative of its possibilities. All of the departments represented require editors who are able to get ten to work instead of trying to do the work of ten. The greater the number of contributors the greater the interest, and usually the better the paper. It is a power in embryo. What it may be is perhaps not entirely known. In many places it has given evidence of becoming a real factor, and in measuring up to full capabilities. Wherever it has shown such potentiality it has

1. Thorpe, Merle - High School Journalism: Study of Newspapers and utilizing the school paper - in The Modern High School - by C. H. Johnston, page 484.

been under the wise leadership and friendly surveillance of some interested teacher. The school paper should be utilized, vitalized and encouraged. Recently the Manual Arts High School of Los Angeles sent a copy of their school paper. It was published in a small pamphlet form and contains many of the special features of the High School. The spirit is social as expressed in the Foreword, "That the spirit of Manual Arts may be better known to those who have not yet walked among our arcades, that the life of the institution and the happy days spent there may be kept in remembrance of those who have been among us and have since gone forth into the world, and that the public who knows us only by hearsay may have more definite knowledge of what Manual Arts mean to one's community -- this book is issued by the Student Body Organization of the Manual Arts High School."

When the school paper is used to vitalize the English work, then it performs a somewhat limited service but a highly social one. Compositions take on new life and dramatization becomes a special edition plus the enthusiasm and backing of a special class. These are real "fliers in journalism" and sometimes they reach record-breaking heights. Elko, Nevada, High School attempted some new altitudes along this line and from Principal G. C. Jensen's report one is almost compelled to believe that a new and distinct function of journalism has been re-discovered. He says, "Each class publishes its paper once

a month at different times. The object is high literary achievement and valid criticism. They are serious about it too. Good newspapers are examined with care for study of what is the best style of the hour. There is keen rivalry between the classes but it is a moral rivalry, where the object is not to down the other fellow, but to raise him higher by climbing higher yourself. Note the attempt at poetry in the Junior paper. Of course it is not Milton (thank goodness) but at least the students have tried, which is far beyond where the usual students get, at least so far as the public is concerned. We believe that if we create a desire for self-expression in the student he will soon learn to express himself adequately, that he will develop a style built out of the native stuff of which he is made and not out of what he reads in a book. The Freshman program is somewhat different. This class is studying Homer. The first three weeks were given over to a careful study of the ancient civilization which surrounded the Mediterranean Sea during the time of Homer's Troy, and before. This makes these people human to the Freshmen. Now the class has been divided into four editorial staffs. Each staff will write and illustrate the characters of the Iliad. The class has chosen Achilles, Agamemnon, Helen and Jove. The latter was a revelation to me, it was interesting to see Freshmen electing by ballot, a God. When the Iliad is finished the book of diaries will be published as a finished product of the class. Maybe you think they are not interested. These papers sell like hot-cakes."

CHAPTER IX
HIGH SCHOOL ORGANIZATIONS

When we step back a few paces in the history of the high school and view the organization as it now stands we must necessarily appreciate the great change that has taken place. Magnificent structures now house the increased thousands of students who daily attend high school. Extensive grounds properly kept invite the student to healthy exercise, while within a beautiful and splendid workshop challenges every instinct and impulse of youth to new and fascinating endeavor. A little closer piering in shows the same type of high school fellow but with new equipment of cuffed coats and trousers, yells, pennants, cigarettes and automobiles. He has the air of prosperity but upon close inspection it is found to be only "hot-air." Nevertheless he radiates confidence, and has the appearance of a finished product, but looking beneath the manicured surface it is observed that he is only a by-product, a popular side-line with a highly veneered surface. All these strange sights prophesy an entirely changed educational system, but it only requires a little ingenuity to perceive that fundamentally it is the same institution which has taken on twentieth century ways and is endeavoring to meet the demands which the new order of things has

made imperative. As we get down into the heart of this great enterprize, we find it tuned to the sensitive touch of the millions of high school students who are seeking life and want it more abundantly.

In response to the insistent demands for a good time the school has again referred to the instincts which prompt this holy desire and find that it is an outgrowth of the imitative instinct and the gang spirit. The plan which most nearly fits that need is the high school organizations, such as music, including Glee Club, band, and orchestra, dramatic and athletic. As we view them now they border on necessity and when properly supervised they are a very desirable feature of any high school. They have all the ear marks of the very finest types of social and recreational institutions. They do much in creating a spirit of unity, of inspiring loyalty, and in establishing a real school atmosphere. The leadership is being found among those numbers of the faculty whose only reward for the service is the joy found in seeing the youth have a really good time and seeing character developed as a by-product. Often they are time consuming and nerve racking and so in many places less classroom work is being assigned to those who show ability and are willing to accept such leadership. In Lincoln, Nebraska, these organizations are deemed so important that they have provided experts to handle such activities as music, dramatics and athletics. Superintendent Fred

Hunter, now superintendent of Oakland, California, in speaking of school clubs and social activities, says, "I do not ask my teachers to accept the leadership of such activities. If we must have them, and it seems that we must, the Board should provide such experts and it is being done. A special leader of the Band and Orchestra is provided. The instructor in public speaking has, as part of her work, the conduction of all school plays. Coaches for special forms of athletics are provided and practically all of the regular teachers are excused from such work."

Almost every conceivable form of club and society has been formed. The purpose of many of these is almost wholly to supplement classroom work, with names indicative of their function, such as French, German, Spanish, History, English and mathematics. While the purpose is utilitarian, there is a social value and appreciation in these which makes them doubly valuable. When so organized they might easily be classed as the Socialized Recitation. Such an organization, which is having a splendid socializing and vitalizing influence is to be found in the Economics class of the Elko, Nevada High School. The students have organized a real live school bank, which does all the work of a small institution. Principal G. C. Jensen says, "The Bank has just made its first loan; a loan of $49.00 to one of the students upon good security at 8% interest. Deposits too are beginning to come in, while the stock at 10 cents per share is going fine. The Economics class of

some twenty-five students purchased $42.00 worth of stock the first day it was offered for sale. They use of course all the forms of business, officers, directors, examiners, that they can find. The attorney directs the constitution of the bank. Immediately after it was organized, it was found that we had two things to offset; first preventing the stock from being monopolized and thus offices controlled and in the hands of a few, second a careful regulation of the security at the base of the loans. Some could not see why an Auto was not good security. That gave an excuse for the attorney and his assistants and officers to carefully study the question of security. Business morals too are always right at the surface in our Economic Class."

Many other organizations have a double purpose, such as supplementary classroom work, and social. The Camera and Art Clubs are of this nature. Others are based upon scholarship and thus stimulate mental gymnastics in study as well as physical prowess on the field. Finally there are those for purely social and recreational purposes and this list includes the host of clubs and societies which are many in number and always willing to increase. These really require more vigilance and careful supervision than the others. The problem here is to avoid exclusiveness, snobbery, and the improper use of their leisure time. One of the chief forms of entertainment and amusement in these social organizations is dancing which in certain localities becomes a troublesome

question. Questionable forms of dancing certainly should be prohibited. Some feel that any form of social activity should not have the approval of the school which, for conscientious reasons, will not permit all to engage in. While this can hardly be accepted as a rule still there are certain school functions at which such a policy certainly is justifiable and should be adopted. Many schools have eliminated the High School dance entirely. If dancing is permitted, entertainment should be provided for those who do not desire to do so. In a questionaire sent out last year to Principals in Kansas, it was found that the High School Dance as a social function was being discredited and severely censured. Where it was tolerated it was being done reluctantly and in some places it was not being countenanced. The writer's experience in the Kansas field leads him to believe that "washing the hands of the whole matter" does not eliminate the dance nor justify the administrator in so doing.

The Manual Arts High School of Los Angeles is a representative school in this section and I quote from their high school Paper which mentions several of their clubs and societies. One of the largest is the Pen and Pencil. "This organization was formed to bring out the literary talent of the school in a democratic way. The Club furnishes stories and verses to the Artisan and its own magazine. The Pen and Pencil will receive any literary material submitted to it and if the article is accepted the writer is voted into membership. The Club is supervised by the English department. Ribbons are given for the best work of various types.

"Another club of importance is the Commercial. This is called the "Dollar Mark." The membership is limited to students holding important positions in school business or those who are in some way connected with the school band. The club is of a social nature and good times are guaranteed.

"The Mimerian Society is a scholarship organization. To become a Mimerian, four A's must be recorded in subjects yielding four credits in any one semester. This society is very prominent and honored by all students and members of the Faculty. The old fable tells us how Odin sacrificed an eye for the privilege of tasting the waters of wisdom from Mimer's well. Our Mimerians no longer think it necessary to give up everything but their studies for fine wisdom is found not only in books but in the association of life.

"The Adelphic society serves a varied and important function. It unites the two Senior Classes into one organization thus avoiding the rivalry often found. Post graduates and teachers are included in this Society. Each term the Society offers programs of varied character to the student body, bringing before the school the talent in any line it has discovered among students. A scholarship fund to enable students to continue their studies is one of the goals the Adelphic has devoted to this end."

The dramatic instinct, calling for expression with someone and for someone, responds perhaps as early in life and

retains its susceptibility to appeal longer than any other. Its appeal lies in the fact that it claims the whole individual demanding the "graceful and interpretative use of the body, good manipulation of the organs of speech, trains the ear and mind to an appreciation of literary beauty, and produces a joy in the worker, peculiar to itself." It is character study of the deepest kind and a moral agency forceful, and definite, driving truths into the heart deeper than the impressions from eloquent sermons. [1]

The drama is a socializing factor, when the individual submerges the self for the group purpose and the entire caste works as a team unit. It has an increased socializing influence when the players both write and act the drama. While the literary quality will suffer, usually in the hands of the unskilled, still it had better be a poor play well acted than a good play poorly executed. A new spirit and understanding creeps into the expression when it has passed through the hand of the player in the making. The time has long since passed when we said that the high school students were unable to write their own plays or dramatize the conversations of others. Everything in connection with the preparation, and presentation has a tendency to develop unity and foster the spirit of cooperation. The entire school may have a share in its production as was shown in the Berkeley High School when Dramatic Club

1. The Social Motive in School Work - F. W. Parker School Year Book, Vol. I, page 54.

presented a Shakespeare play. The Art Department designed the costumes and assisted in the stage setting; the Household Arts Department made the costumes; the Mechanical Arts Department constructed the stage properties; the Commercial Department managed the financial part; the Science Department looked after the electric lighting effects; the Physical Education Department had charge of the dancing; the Music Department furnished the orchestra, the English Department did the coaching; and the class in Journalism saw that the play was properly advertised in the local papers.[1] Such a cooperative piece of work does much to harmonize all school elements, and thus the drama incidentally furnishes an opportunity for expression for the entire school.

1. Pamphlet: Special Features in the Administration of the Berkeley High School - 1914, page 12.

PART III

COMMUNITY COOPERATING AGENCIES

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CHAPTER X

SOCIAL SERVICE WORK

Someone has said, "In any system there should be tendencies and undertakings which, like the trusses of a new cantilever bridge, are reaching out to meet the structure which society is pushing toward it." The school and society must meet, and learn to work together or for each other before the greatest progress is assured. There are times when each must hear the cry of the other to "come over into Macedonia and help us." It has taken centuries to change the answer to Cain's question into the affirmative, but it shows the spirit of this age. The school must consciously seek out and provide opportunities for social service work for the community which is so lavishly providing school facilities. An opportunity to join hands with the community in some great civic campaign should never be lightly considered. It inculcates a spirit of voluntary service for others without thought of reward or material remuneration. "It is a great lesson to teach and a greater one to learn." Such work prevents the "sufficient unto themselves" spirit, and the development of the narrow "tie that binds," and uncovers the talents under a bushel.

When community work is carefully directed it will supply a great opportunity for the many students who want to get into the lime light and get the well-done of public opinion. It is activity, leadership, responsibility, all of which makes a mighty appeal to adolescents.

Too much independence on the part of individuals and communities has prevented a greater spirit of social service work, and has called forth an indictment against us which is truer than we like to admit. When Louis N. Parker, the great English Pageant Master, was invited to Boston to discuss the desirability of pageants in this country, he said, among other things, "In England, where we are so democratic, pageants are sure to succeed, but in America, where you are so aristocratic, I am in doubt about their success." When asked, by his surprised listeners, what he meant he explained that in England if a person of distinction wished to undertake anything, he had no difficulty whatever in getting a large following to help carry it out. In this country where every man's opinion is sufficient for himself, there is an "aristocracy of individuals" which makes concerted action, voluntary cooperation, difficult to obtain in any kind of undertaking. Every individual has to be convinced separately and even when convinced he may change his mind tomorrow. [1]

1. Clark, Lotta A. - Pageantry in America - English Journal, March 1914 - Vol III, page 146.

The impression, which Mr. Parker had, of America was not altogether unfounded, but perhaps somewhat exaggerated. We are too reluctant to begin reforms which are obviously necessary. We are greatly moved by every great calamity, and pour out our money in abundance to help the needy, and we will even give generously to help a good cause, but we are too busy to give much of our time in promoting civic or philanthropic enterprises. It seems to be so much easier to give a pound of cure than an ounce of prevention. If we want a good time we pay someone to come in and entertain us. "If we want a celebration we hire the performers, appoint a committee, appropriate funds, work the committee to death, and reward them with fault-finding and criticism, and then suspicion them of graft in expenditures." There is some service that is above hire in which it is "more blessed to give than receive" where good-fellowship and comradeship is strengthened by shoulder to shoulder work and when personal differences are forgotten. As a nation we cannot afford to educate students without some sense and conception of and practice in this social service work. [1]

All service of this nature must be viewed from three angles: what the school may do for the community; what the community may do for the school; and what may be done under the

1. Clark, Lotta A. - Pageantry in America - English Journal, March 1914 - Vol. III, page 146.

cooperating influence of both. There is ample opportunity for each phase of this service and it is a splendid evidence of the spirit of the school when a ready response is given to an appeal of this nature. Sometimes there is a spirit of animosity aroused when any attempt is made to better conditions, and in some cases there is active opposition, but differences are usually soon forgotten and as a general rule there is a ready welcome extended or there is a willingness to unite forces in the work proposed. As an example of the high school doing a service for the community, Supt. W. J. McKone of Albion, Michigan, tells how his students responded to a challenge which he made to the Chamber of Commerce in his city. As is the case in most places the population of any city depends somewhat upon the enthusiasm of the Real Estate men, Commercial Club, or the Civic Booster. Guesses and estimates are made but these are usually colored to meet the needs of the moment.

Mr. McKone says,[1] "I proposed one day at the weekly luncheon of the "Boosters and Knockers" the city's Commercial Club, that if the club cared to foot the small printing bills necessary and to give my plan moral support I would take a "One-hour Census" and guarantee the figures. The plan was outlined and given enthusiastic endorsement. The plan was exceedingly simple. No one thing contributed more to its smooth working and successful finish. The city has four wards. These were used as limits. Each

1. McKone, W. L. - One-hour Census in Albion - February 1916, School Board Journal, Vol LII, page 38.

ward was divided into a convenient number of districts, the total for the whole town being 168. No district contained less than 5 houses and it was planned to make the maximum twelve. A student was assigned to each district as enumerator. Assignments were made from the High School so far as possible but a number of boys were selected from the 7th and 8th grades. The student selected was a resident of that district. Three days before the census was to be taken a School of Instruction was held for the enumerators and careful directions were given. All the questions and problems that could be anticipated were answered, and they were given two days to study their district. A column in the daily paper coupled with the publicity given the plan by the students who had enlisted aroused very general interest and created considerable enthusiasm.

A card was made for each family. In the preparation of the card, the idea was to obtain all the necessary data with as few questions as possible. The start was made at nine o'clock and returns began coming in fifteen minutes later. All was done easily within the hour. A public service was rendered. The young people undertook and accomplished a definite piece of work outside of books. Young folks were shown how to do things and at the same time showed that they are capable of doing things.

It is thought that this may have broken the record for census enumeration, and without doubt it exceeded the "speed limit" established by Uncle Sam in his decennial efforts at "counting noses."

The results have been accepted by the press and by the people and it is believed that Albion now has the most accurate census ever taken for the city."

Where the community is positively and openly antagonistic to social service work on the part of the high school, it requires the greatest skill and diplomacy to fight its way into the hearts and homes of the people. This difficulty is accentuated when those homes are in the congested districts of large cities and filled with foreigners. Such was the environment into which the Eagle School, of Cleveland, Ohio was placed. Here the in-pouring streams of alien civilization and the wheels of industry were producing a social stratification which has been well put by Mr. Perry. He says, "Machinery has sliced us into horizontal layers, and immigration, by clearing us vertically, has chopped us into isolated chunks. There are not only social gulp but fissures running up and down through the laboring classes."[1] It is with one of these chunks that the Eagle School attempts to work. Mr. Perry says,[2] "What obstacles the teachers of the Eagle School had to contend with in preparing the pupils for successful life careers can be partially appreciated when it is pointed out that only a few years ago, a large proportion of the pupils had skin disease,

1. Perry, C. A.- Wider Use of the School Plant, pages 365-366.
2. Perry, C. A.- Educational Extension Monograph - pages 40-45.

many of them had been discovered foraging in garbage cans, begging was a common occupation of the hours which belonged to play, the truancy records had placed the district at the top of the list, and parents abounded who were not averse to the marriage of their daughters at the early age of fourteen. What an unpromising soil in which to grow seeds of decency, industry and intelligence. How could a teacher hope to give the lasting shape of American citizenship to a bit of soft clay which, after a brief handling she had each day to turn over to the molding influences of such a social environment? The tremendousness of the task, however, seems only to have called forth from the Principal and teachers more persistent effort and greater skill. In the classroom emphatic but inoffensive ways were constantly sought for impressing upon pupils the inherent degradation of begging. An investigation into the causes of tardiness revealed the time-consuming methods (already referred to) of securing breakfast, which, if they were to have one at all, some of the children were obliged to use. To remedy this condition systematic feeding was inaugurated at the school. The diseases of the skin were gradually banished by the medical inspection staff, while in handling the early marriage problem effective co-operation was obtained from the neighborhood Priest.

"An instrument specially adapted to the peculiar needs of the district was placed in the hands of the school staff, by the

educational authorities, when the present Eagle Building was erected. First opened in September 1913, the amelioration of social conditions in the neighborhood, traceable directly to the special features of this edifice, had already demonstrated the wisdom which the school board displayed in selecting that type of architecture for that particular locality. The "Model Flat" the lunch room, the superior shop and kitchen facilities, the ample dispensary accommodations, the shower-room and gymnasium, the open-air classrooms, and the spacious auditorium, have all been most useful means in developing sound physiques, housewifely skill, and industrious dispositions along with facility in the use of the instruments of knowledge.

If, however, the teachers had used their pedagogical skill and their material apparatus upon the pupils only, and during class hours, their efforts would have been subject to serious counteractions. Such deposits of sound living methods, as they might have made upon those boys and girls from nine to three o'clock, would have been largely rubbed off by the sights, sounds and habits that surrounded them between the hours of three and nine. If you are poor and your child helped to eke out your subsistence by begging, it seems to hurt you when somebody shuts off that source of income. If by marrying off your many daughters you attach wage-bringing sons-in-law to the family treasure, it feels like a deprivation if some stranger succeeds in retarding the recruiting process. You resent

such interferences with your comfort, with special keenness, if you have never met the meddler and do not understand her aims. Also, unless your ability to free yourself from prejudice is rather well developed, you will be disposedtto frown upon and oppose any changes in your child's behavior which seems to be proceeding from contact with the meddler, largely because that is the only way you can get back at her. It is hardly necessary to add that such resentment is not confined to the immigrant class alone.

"The Eagle school people took the psychological way of neutralizing home hostility. They brought the parents into immediate contact with themselves and into an understanding of their aims. Beginnings came about naturally in connection with the medical inspection work, when the school nurse visited parents to explain why their boy needed his adenoids removed, why their daughter required glasses, or how a discharging ear should be treated. The contact was further broadened by occasions which brought mothers and fathers to the school. Domestic Science classes were thrown open for housewives and manual training shops were opened to men. Here prospective brides learned how to cook and prospective bride-grooms made furniture for future homes. Mothers were invited to bring their daughters to a dancing class and to sit and crochet in the library while waiting for them. The gymnasium and game-room were thrown open to the children of parents, who

could attend the mother's club or the citizenship class only if there was some place where their youngsters could be left in the meanwhile. These opportunities soon won the confidence and co-operation of the parents. They may not have appreciated immediately what the teacher had in mind when she urged their boy to stop throwing banana peelings in the street, but at least they reached the point of view where they did not at once see in it an attack upon their rights. They came to believe sincerely, even if sometimes, blindly in the benevolence of the school's attitude, and they gave evidence of this belief in the assistance they began to seek at the hands of the school staff. If a woman cut her hand she could come to the dispensary to have it bandaged. If a man was out of work he could ask the Principal to help him get a job. Widows have besought aid in getting pension money; indeed, all sorts of trouble -- even martial troubles -- have been brought to the Eagle School and the supplicants have not gone away disappointed.

The results of this intimate relationship between the school and its patrons can best be stated in the words of the Principal, "It used to be one of the hardest schools to discipline; it is now one of the easiest. As a matter of fact our pupils give us practically no trouble on that score. We used to be highest in truancy; now we are just average." The friction between school and home has been largely removed or reduced to a minimum. What the school places in the child is not only allowed to remain, it is

encouraged to take root and to grow.

"Other schools in Cleveland also have points of direct contact with parents. The majority hold entertainments or exhibitions at least once or twice a year. In over fifty buildings mothers' clubs hold monthly or semi-monthly afternoon meetings, while throughout the system parents are brought in now and then to see their child receiving a gardening diploma, to explain why he is not wearing glasses which were prescribed, or for some other educational purpose. Besides these connections, there are many night-schools, lectures, concerts, amateur theatricals, and other evening occasions which bring parents into school buildings and thus acquaint them with the physical, if not the personal, aspects of the daytime environment of their children. But there is no other school in Cleveland in which the direct contact with the home is quite as extensive and continuous as at the Eagle School."

The whole duty of the community has not been accomplished to the school when buildings have been erected, teachers hired and books supplied. The results of the training given are too vital to be entirely dismissed. It is a most natural consequence to see parents clubs and civic organizations consciously thinking and planning how they may assist in conserving the students' resources and aiding in producing a finer type of citizenship. Superintendent Fred Hunter of Lincoln, Nebraska, tells how the Commercial Club may be of distinct help to the school, and then the community in turn receiving the benefits through the better service of better

trained high school fellows. This is known in Lincoln as the Junior Civic and Industrial League. Mr. Hunter says,[1] "This League was organized in 1914, initiated by the Lincoln Commercial Club. Membership in this League has been extended down as low as the fifth grade. Any student becomes a member upon committing the "Ephebic Oath" as follows: "We will never bring disgrace to our city by any act of dishonesty or cowardice. We will fight for the ideals and sacred things of the city both alone and with many. We will revere and obey the city's laws and do our best to incite a like respect and reverence in those who are prone to annul or set them at naught. We will strive unceasingly to quicken the public's sense of civic duty. Thus in all these ways we will transmit this city, not only not less but greater, better and more beautiful than it was transmitted to us."

"Fifteen professional men and business men addressed the boys at their meetings. During the year one hundred twenty-two visits to thirty-six of Lincoln's houses and civic institutions were made. The Commercial Club has not only fathered and promoted this league but has instituted within the organization a system of rewarding merit in education and accomplishment. They have instituted the "Efficiency List" composed of those students who may be able to reach a definite standard of reliability and efficiency. This list

1. Board of Education, Lincoln, Nebraska - Report of Superintendent of Schools 1914-15 - page 37.

is always available and is sent from time to time to any business or professional men who desire it. To get on this list the students must be fourteen years of age, have a good character as shown by truthfulness, obedience, industry, and good habits. The following note is attached to this which reads "No boy shall be eligible who smokes or drinks. If a boy has been a smoker, he shall show by a year's abstinence from this habit that he has permanently given it up." As further qualifications the student must be able to express himself in a courteous, yet concise and businesslike way, to his employer and business associates. He must also be able to write a good business letter of one ordinary page in legible hand without error in spelling. Those who qualified were recommended and placed on the "Efficiency List" of the Commercial Club, and this list was sent to all large employers at the opening of the summer vacation. The members were also given an "Efficiency certificate" by the secretary of the Club as evidence of qualification."

CHAPTER XI

CIVIC AND SOCIAL CLUBS

The value of any organization is best determined by what it works for rather than what it stands for. Its motor-power is more valuable than its sensory power. To be efficient it must be found doing. The work is usually carried on by Committees which have the moral support of the entire membership. A splendid evidence of community activity through its various clubs and organizations is found in the response which was given to the appeal of the High School Commission, which was appointed by the Board of School Visitors of Norwalk, Connecticut, to solicit gifts for the interior decoration of the new high school building, which was approaching completion with its appropriations entirely exhausted. As a result of two years work the building was symmetrically and appropriately filled with pictures, statuary and other gifts, by a more or less perpetuating method. Mr. MacFarland reports the work as follows: [1]

"The first appeal was made by a circular letter to the more well-to-do citizens and business firms of the town, who sent in their gifts in money. The next move was an appeal to the various organizations, clubs, societies and unions asking that they

1. Mac Farland, Rev. Chas S. - Story of Interior School Decoration, October 1911, American City, Vol V, page 197.

be represented in the building, by appropriate gifts, representing their various professions and special interests. Next a request was made that the trades and professions and business enterprises place gifts in the building representative of their work and interests. The various municipal bodies were similarly approached. Then the Alumni were solicited. The various nationalities composing the cosmopolitan population of the town were reached through other organizations. As a result a most splendid response was given. As an idea of the interest it may be said that a life sized bust of Lincoln with a pedestal was placed in the building by five men representing the gift from the Negro race. A physician presented a picture of "The Doctor." The Knights of Columbus sent in two pictures of the "Arrival" and "Departure" of Columbus. These are only indicative of the interest taken in this fine work.

"The movement has deepened the interest of the donors in the school. The various gifts from the organizations and representations of the foreign races constitute a certain bringing together of the democratic elements of the town. It has shown a fine civic spirit and has "spread the cement of common helpfulness" and made possible the aim of the Board in making the High School a civic and social center."

There is perhaps no better example of an entire community or communities becoming interested in their school and doing

so much for each other as in La Salle, Illinois. Principal McCormack writes of the splendid work of all cooperating influences in their attempt to promote the general welfare. He says,[1] "The plan is to provide healthful and rational recreation for the twenty-eight thousand people in the township. A real Community Center for all the people is the ideal set. We began in March 1914 and it has been allowed to grow naturally and spontaneously according to local conditions, needs and sentiment but under the guidance of a trained staff. Our aim has been to interest the young people of the township; that is to lay special emphasis upon adolescent and juvenile activities.

"The work has been made easier by the generous co-operation of the merchants and business men, the backing of the clergy of all denominations, the public school people, and assistance of various kinds. The school plan consists of a Recreational Building given by Hon. F. W. Matthiessen of La Salle costing $75,000. The principle features of this building are the Gymnasium, fifty-three by one hundred six feet; a swimming pool, sixty by twenty-five feet and locker rooms, besides several rooms for wrestling, a bowling alley, rest rooms, sewing rooms, history, music and art rooms.

"The High School consists of a main building, and a Domestic Science and Manual Arts Building both of which are used

1. Pamphlet, 1915: The Social Center, Welfare and Community Work of the tri-cities, La Salle - Peru - Oglesby, Illinois.

for social center activities. The main feature is the auditorium located on the ground floor of the main building with an independent entrance to the street. It accommodates seven hundred people and is modeled after the "Little Thaatre" of New York. The Athletic Field includes two tennis courts, a five lap cinder track, baseball diamond, football gridiron, jumping and vaulting pits, and an open air bathing pool. It is used not only for high school athletics and social center events, but for field and track sports for the entire township as well.

The work began by practically the entire school taking advantage of the facilities from the start. Saturday morning Gymnasium classes were organized by boys upon insistent demand, During the summer, gymnasium and swimming privileges are offered to both children and adults. The women are very enthusiastic over the opportunities offered and they evince greater enthusiasm than the men. Indoor Baseball is the Township national game. The teams are adult men representing widely diversified interests. This has a very strong socializing and community unifying influence. Good, clean wholesome sport is provided not only for those participating but also for the spectators. Entire families are very much in evidence, in fact space had to be provided in the vestibule for the parking of baby carriages. All kinds and conditions of mankind are present and on hand to "root" for their favorites.

The facilities of the social center were extended to the six thousand Poles in the township, who warmly cherish and preserve

all the folk-traditions brought over from the old country. This class was a gymnastic and military organization. The celebration of the most important of all Polish national holidays--Constitution Day -- was held in the Auditorium. This affair was observed with all pomp and ceremony. The entire congregation marched to the high school led by their own band and accompanied by the Falcons and Hussars dressed in full regalia. This was a splendid demonstration of patriotism. Here were potential qualities of good citizenship and a group that can make important contributions to American life, only awaiting the call to citizenship. Social development only awaits an opportunity for expression and they have been changed from a liability to a positive asset to the community.

"Baseball followed with inter-class teams, the varsity team, and church leagues. Shields, trophies, cups and monograms are offered by various organizations and clubs to the winners of league games. Proficiency tests with gold, silver and bronze medals are given each month to those who take part in the teams, including both boys and girls. This has promoted a keen rivalry and interest and has united all the community in the welfare of the young and old. Non-athletic activities are popular as evidenced by such organizations as the Glee Club of the La Salle Commercial Association. Dances by the Fortnightly Club and High School Alumni, parties by the Deutsche Gesellschaft featuring a Washington Birthday Party at which

a program in German was followed by German dances in the Gymnasium, The Camp Fire Girls and their New Year's night dance took the form of a masquerade, the costumes and decorations transforming the gymnasium into a veritable fairyland. The Young Men's Club which was originally the neighborhood gang is now applying their efforts to athletic and club activities, including their annual minstrel show. Teacher's Associations, conferences, concerts, lectures, musicals and entertainments, have been held at various times in the Auditorium. The wider use of the Auditorium looms large with possibilities for the future. The center is becoming more and more a reference bureau for all questions on recreation. The outlook for the future is encouraging. They propose to offer a "Farmer's Short Course" for twelve weeks organizing evening classes in citizenship for foreigners and club activities along literary, musical and dramatic lines.

"All of the activities of the three cities, Oglesby, Peru and La Salle are safe-guarded by the Hygienic Institute, housed in a building near the High School. The director is the health officer of the three cities, Medical inspection of school children is carried on and physical examinations required. Thirteen hundred fifty-nine were examined last year revealing one hundred four cases of defective vision, forty-nine cases of defective hearing, one hundred sixty-eight cases of defective teeth and thirty-two cases of defective nasal breathing."

These cities have a co-operative Associated Charities and

the members are doing a fine work. They help in visitation, giving material relief, medical care, employment, advice and friendly supervision. Certainly this is not the least of that great community, co-operative, socializing work. The women's clubs and civic leagues help in promoting the civic and general welfare of the cities. Twice a year a clean-up campaign is made against every unsanitary condition and everything is removed that tends to mar the beauty of the cities. They petition the council for enforcement of law prohibiting the sale of cigarettes to minors and take an interest in debaring cheap carnivals from entering the city. It has organized a children's civic league of good citizenship. Other organizations such as the Women's Industrial Association, the Child Welfare League and the La Salle Anti-Tuberculosis Society are contributing to make that community a good place to live in, giving every individual an opportunity to live his life in a healthful, happy and worthwhile way. Is not such work significant?"

CHAPTER XII

SOCIAL AND ART CENTERS

Ella Bond Johnston, Chairman of the Art Department of the Art Association of Richmond, Indiana, and also a member of the Advisory Committee on selection of paintings at the Panama-Pacific International Exposition, gives a splendid account of the High School as an Art Center of the Community. She says,[1] "The emotions that make up so much of the conscious secret life of youth, and are the great source of inspiration, are too often ignored in our scheme of education. We take it for granted that taste is inborn. It is really a matter of education, and bad taste is ignorance. It requires for its development the actual, environing presence of works of art - poetry, music and painting - to hear and see familiarly. Art in the schools should have for its purpose, an appreciation by the many with the consequent happiness and spiritual enlargement thus added to life. The story of this work in Richmond is a plain tale of sixteen year's work in establishing an art movement in connection with the high school.

1. Johnston, Ella Bond - The High School as the Art Center of the Community - in The Modern High School - by C. H. Johnston, page 692.

"An art association was formed, by a few art loving citizens, school officials, and local artists, that has developed a democratic community art movement which is an inspiration and a model to those who are interested in the spread of art in America and believe that the schoolsnould be the center of the intellectual life of the community. Neither rock-ribbed traditions nor fixed standards of taste impeded this work. They had a conscious human desire for beauty and happiness, but lacked the opportunity to enjoy and appreciate works of art, and to acquire a higher standard of taste and refinement of the emotions which an intimate acquaintance with art gives.

"Community interest was used as a basis of beginning, and interest was obtained by borrowing for exhibition every picture, every piece of handicraft, and every curio having an artistic merit, from citizens of the town. The work of local artists and craftsmen was exhibited. The expense of these exhibits was met by dues and contributions of members and by subscriptions from interested citizens. The school furnished the place, light and heat. After seven years of this work the City Council began to make appropriations for the maintainence and furtherance of the art movement. For fourteen years the exhibit was held in one of the school buildings which, with suitable backgrounds, had its twelve rooms and two corridors magically transformed into an art gallery where it was possible to display works of art attractively. Beginning with exhibits of local

production and interest, it was gradually extended to include the works of artists of the state and, later on, when the public was educated to better standards, it included the addition of representative work from the foremost American painters, sculptors and craftsmen. These exhibitions were attended by fifty per cent of the population and visitors from afar were attracted to this "democratic festival." They began to feel the need of a suitable place to display the permanent collection of paintings which the Art Association was acquiring by special gift and purchase. The Art Lovers needed an art gallery where their collection might hang permanently and where there would be time and opportunity for workers of art to make a more lasting impression both on the children and citizens. Here, again, the inevitable happened. An art gallery was included in the new High School being built. It occupied the space on the floor above the auditorium and has a natural art atmosphere in its setting and arrangement. The "Tortoise Fountain" in bronze, given by a former student of the high school, with its tinkle of falling water and its setting of greenery, and this gallery of art, lie in the daily path of the pupils, unknowingly, perhaps, to them but surely fixing in their minds an ideal of beauty which will remain for all time an ideal, lifting their taste above the ugly and commonplace. The gallery is a special classroom for the high school pupils where they learn the language of form and of color. English teachers make good use of the exhibits for

themes. Grade pupils visit the gallery where they sit at the feet of the world's best productions and talk about and study these until they become as one of their neighbors. The Art Study Committee meets here to study the exhibits with the aid of lectures and the best works on modern art. To the local painters and craftsmen the gallery furnishes a place to display their own work and offers an opportunity to get help and inspiration from the work of their contemporaries. The art gallery fills a deficiency in the high school education and meets the natural human demand for beauty in life. Henry Turner Bailey says: "Verily the people, who have turned the educational world right side up at last, live in Richmond. They have put the solid living rooms of the manual worker beneath and the "chambers of imagery" of the poet and artist above; they have builded at last a sure house, fully equipped for every good work, a fit home in which to bring up children who shall be worthy citizens of a republic."

Supt. Wirt of Gary, Indiana, believes in this plan of making the school the center, from which radiates all the light of the community, and to which every phase of community life is attracted. We find in his Emerson and Froebel Schools, architectural creations of unusual beauty and impressiveness. The school buildings are built around a great court, having broad halls as wide as streets and well lighted from the court. Mr. Bourne says, [1] "They suggest

1. Bourne, R. S. - The Gary Schools - pages 23 - 25.

to the visitor that they serve the community in the same way that the Agora or Forum did the ancient city. It contemplates bringing all the cultural resources of the community to bear on the school. In the Emerson School the beginning of an art gallery has been made. Pictures and objects of art and interest become unreal and artificial when immured in isolated museums, which can be visited only at special times and with effort. They should be at hand in the school fertilizing and beautifying every moment of its daily life. The artistic sense can be cultivated only by bringing people into contact daily and almost unconsciously with beautiful things. The schools themselves must be art galleries, and these fine corridors indicate the way by which a wholly new orientation is to be given to our public galleries by using them as adjuncts to the education of the people. Similarly with museums; instead of taking the pupils dolefully and docilely about to visit the museums it contemplates bringing the museums into the schools so that the children can know the treasures and live with them and learn about them."

CHAPTER XIII

OTHER SOCIALIZING AGENCIES

At least one other cooperating agency is doing much to better the life of the community and enrich the lives of the students, notably the evening and recreation centers. Mr. Perry says, "No school, that is sincere in its desire to make its deposits stick in the pupils marrow, can overlook the plucking devices which await him outside the door." These influences of the street act and react upon the students and so the evening recreational centers are trying to provide a class of entertainment which will attract and hold these care-free and leisure-loving high school folk. They do much to make life worth living to the thousands who have been shunted off into the factory, and into industries where they may become mentally and physically stunted and socially unfit. They must find a recreation in the evening that will somehow remunerate them and re-create them for each new day's work.

The center becomes the forum where "social and intellectual grades meet on a level, and where hereditary and acquired social and class distinctions are obliterated." There is a social assimulation here which tends to break up the isolated chunks and mold into a common brotherhood.

The gymnasium, in these centers, is perhaps the prin-

cipal attraction, with its exercise of various kinds, and the multiple uses to which it may be put. Friends meet friends here, a fine social evening is spent together and the result is that they go to rest, happy and recreated, ready for efficient service on the following day. Mr. Perry tells how these community centers stir up enthusiasm in public spirited men, and how character has a chance to flourish in the school of experience; he says,[1] "One winter a local newspaper offered medals for boys and pins for girls as prizes in a series of basketball games and athletic sports. Immediately the best players were organized into midget, middle and heavy weight teams and the inter-contest began. During the preliminary games fifty athletic meets and two hundred fifty games of basketball were played, each successive event heightening the general enthusiasm. The finals took place before a large audience which cheered to the echo the winners as they received their prizes at the hands of a representative of the newspaper that donated them. No more enthusiastic audience ever filled the vast building.

"Many instances of striking changes in character of the young men who patronized the center has been observed. One evening a noted "tough" of nineteen years strolled into a center for the declared purpose of clearing the house out. He discovered that a few determined athletes had something to say about that, and he

1. Perry C. A. - Wider use of the School Plant - pages 226,234

subsided into a quiet observer of the evening sports. He later became a regular attendant and was invited to join a club. He did so, and was told of the study room, the longed for oasis of his desert life. Earnestly he applied himself to take the civil service examination, and now he is acceptably filling a position in one of the city's departments. The athlete's code of honor is a triumph over lawlessness, and often the beginning of a citizen's conception of duty. These are a few examples of the great work being carried on in one of the great recreational centers of New York. Athletics in these recreational centers develop a social cohesiveness and a unity of purpose. Indeed "athletics" is the touchstone of success and its influence in frequent public exhibitions, often works a regeneration in the lives of many and contributes to the welfare of society in no small degree.

"The evening schools are doing much to meet the needs of the individual communities. Here a variety of courses and work are offered only limited by the wants of the applicants. Not the least of the socializing influences come through the opportunity of meeting different people and becoming acquainted with them and learning to work with them. It helps to make more self-reliant and self-respecting men and women, certainly two very desirable things to be accomplished. The possibilities of these schools have scarcely been imagined."

CHAPTER XIV

CONCLUSION

The inspiration for the study of this phase of school administration developed under the leadership of Dr. W. W. Kemp, of the school of Administration in the University of California. The universal needs are being crystalized into multiple forms and devices for vitalizing and socializing the high school. Almost paralleling the need, was an appeal for proper leadership and supervision. Boards of Education are giving moral and financial support to the program, while administrators are raking the field to find teachers with the proper character traits, and then recognizing this ability by assigning less classroom work. Traditionalism and conservatism are giving way to freedom and interest, and the recognition of the social cravings of the adolescents. A circulating agency is greatly needed which will bring to the office, of every administrator, the successful experiments which are being tried for the purpose of making the school just a little better able to train students for a little better citizenship. Men with imaginations are needed, who are students of just common ordinary human nature who know it when they see it, who believe in the work they are in, and in the fellows they are to train; men who are not afraid to crystalize their hopes, and realize their dreams; men

with a little nerve and a big faith; men who would rather do and die, than float along and never try; men with big hearts and willing hands.

- OUTLINE -

INTRODUCTION

I Problem of Social Administration

1 - The Educational Ideal
2 - Pedagogical Metamorphosis
3 - Demands of Society
4 - Characteristics necessary
5 - The Problem

PART I - EXTRA-CURRICULUM ACTIVITIES

II Advisory Systems

1 - Arise out of the Social and Economic needs
2 - Attitude toward Advisory Systems
3 - Success Depends on Leadership
4 - The Work of the Class Adviser
5 - Home-room Plan and Influence
6 - The "Alpine Guide" and the Climb
7 - Pueblo Plan
8 - Uniform Quantity Plan - U. H. S. Chicago
9 - Home-Study Plan
10 - Conference Plans
11 - Review Groups
12 - The Hour Plan of Supervised Study
13 - Double-Period Plan
14 - The Batavia Plan
15 - The Study Coach

III Socialized Curriculum

1 - The Social Pressure
2 - The Enriched Program
3 - Special Transfer Class
4 - Newark Plan in Reading
5 - Spelling Hospital
6 - The Awakened Conscience for Physical Training
7 - Wyoming Cadet Work
8 - Need of Moral Education
9 - North Dakota Plan of Bible Study

- OUTLINE -

IV Socialized Recitation

1 - The school of yesterday and today
2 - Social instincts and social activity
3 - Socialized history
4 - Vitalized mathematics
5 - Revolutionized physiology
6 - Dramatized English
7 - Naturalized civics
8 - Excursions in English
9 - Pageantry as a vitalizer

PART II - EXTRA-CLASSROOM ACTIVITIES

V Student Self-Government

1 - Testing raw material
2 - Objections to student government
3 - Personal application in a practical way
4 - Self-Government and first aid work
5 - The Roll Room plan
6 - Efficient Student Body Organization

VI Organized Athletics

1 - Present attitude toward athletics
2 - Character versus scholarship
3 - The major sport - Grandstanding
4 - Minimal Essential program
5 - Club Organization
6 - Everybody out plan
7 - Evils - ideals and a working plan

VII Organized Debating

1 - A natural form of expression
2 - Heat versus light in debating
3 - Anti-social tendencies
4 - Intra-school debating
5 - Debating squads
6 - Inter-school debates
7 - Triangular debates and social training
8 - Popular decisions

- OUTLINE -

VIII High School Journalism

1 - Its importance and possibilities
2 - Disseminator of student opinion
3 - Fliers in Journalism
4 - Vitalizer of English

IX High School Organizations

1 - The new or renewed school
2 - Develops from age - old instincts
3 - As a supplement to class work
4 - Social and utilitarian organizations
5 - Dramatic clubs and social cooperation

PART III - COMMUNITY COOPERATING AGENCIES

X Social Service Work

1 - The School and Society united
2 - Independence gone wrong
3 - A pound of cure or an ounce of prevention
4 - Social limitations
5 - One-hour census
6 - The Eagle swoops down
7 - Junior Civics and Industrial League

XI Civic and Social Clubs

1 - Club work evaluated
2 - A community decorated school
3 - The school - a social center

XII Social and Art Centers

1 - Taste - inherited or acquired
2 - The school as the center of intellectual life
3 - From small beginnings to great endings
4 - The Gary idea

-OUTLINE-

XIII Other Socializing Agencies

1 - Evening recreation center
2 - A social assimulator
3 - The gymnasium and its influence
4 - Public spirited men interested
5 - Moral generator

XIV Conclusion

1 - The source of inspiration
2 - The universal appreciation of the need
3 - The quality of leadership wanted
4 - A medium of exchange needed
5 - Wanted: - Men

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